

INSPECTION REPORT

THE ALTON SCHOOL

Roehampton

LEA area: Wandsworth

Unique reference number: 101033

Headteacher: Ms A Debono

Reporting inspector: Ms J Sinclair
No: 19824

Dates of inspection: 19th – 21st May 2003

Inspection number: 246100

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: Danebury Avenue
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London

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Appropriate authority: The governing body

Name of chair of governors: Ms M Freeman

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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19824	Ms J Sinclair	Registered inspector	Foundation Stage Design and technology Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
19426	Mr C Farris	Lay inspector		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?
21171	Ms S Handford	Team inspector	Educational inclusion, including race equality English as an additional language English Art and design History	
27426	Mr T Aldridge	Team inspector	Special educational needs Science Geography Religious education	How good are the curricular and other opportunities offered to pupils?
32242	Mr M Elliott	Team inspector	Mathematics Information and communication technology Physical education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a slightly smaller than average county primary school. It has 196 pupils on roll and mainly serves the local area of Roehampton. There are a large number of pupils from minority ethnic backgrounds and almost half of the pupils have English as an additional language, although only 13 are at an early stage of learning English. Their first languages are mainly Somali, Croatian, French and Moroccan. A significant number of pupils for whom English is an additional language have special educational needs. Attainment on entry is wide ranging and is affected by the high level of mobility within the community and the variable number of pupils with special educational needs within each year group (half of the pupils in Year 6 have special educational needs). However, it is always below and often well below average. Currently 36 per cent of pupils have special educational needs and this is well above the national average. Their needs include moderate and specific learning difficulties, emotional and behavioural issues and autism. There are five pupils with a statement of special educational need, which is above the national average. A large number of pupils, around 65 per cent, are eligible for free school meals; this number is well above the national average. The number of pupils who join or leave the school other than at the normal times of admission/transfer is high and adversely affects continuity and class composition.

HOW GOOD THE SCHOOL IS

This is an improving school that is providing its pupils with a satisfactory standard of education. It is being well led by the headteacher who has worked hard to promote a shared commitment towards improving standards in staff, governors and parents. She is well supported by her deputy headteacher. Subject co-ordinators are developing their roles well in order to contribute even more to the quality of education that the school provides. Pupils are achieving satisfactorily in English, mathematics and science by the end of Year 6, given their well below average attainment on entry. Relationships are good across the school and good attention is given to pupils' pastoral care. The school has very high costs per pupil and overall provides satisfactory value for money.

What the school does well

- The provision and teaching in the Nursery is good and provides an effective start to children's learning.
- The leadership of the head teacher and deputy headteacher is good and provides clear educational direction for the work of the school.
- Standards are rising in English, history and art and design as a result of good teaching in these subjects.
- The management and provision for special educational needs is good and ensures these pupils' specific needs are catered for effectively.
- Provision for social development and pastoral care is good and this is founded on good relationships, ensuring a secure and supportive learning environment for pupils.
- Parents have positive views of the school and the school has worked hard to cement its relationships with them.

What could be improved

- Standards in religious education, design and technology, music and geography.
- Teachers' planning so that it meets the learning needs of pupils more accurately.
- Marking pupils' work in order to clearly identify areas for improvement and ensure pupils improve their work as a result.
- The management of pupils so that they are involved in improving their behaviour and are clear about the impact of their actions on others.

- Attendance, as the level of unauthorised absence is high.

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 by Her Majesty's Inspectors (HMI) in March 2001 when it was taken out of special measures. The school has made satisfactory improvement on the key issues identified at that time. Standards in information and communication technology (ICT) have improved and standards in English are beginning to rise. The school has worked hard to improve attendance, with some success. There is now a teacher to support pupils with English as an additional language (EAL). The quality of teaching is similar to that of the last inspection but behaviour and attitudes are not quite so good. However, the school currently has a high proportion of pupils with identified emotional and behavioural difficulties. The headteacher is providing good leadership and a clear educational direction for the work of the school. The school is on course to meet its targets for English and mathematics, which have been realistically set, and is well placed to make further improvement.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	D	E	C	well above average A above average B average C below average D well below average E
Mathematics	E	D	E	C	
Science	E	D	E	C	

The standards of children in the Reception year are below average in communication, language and literacy, mathematics and knowledge and understanding of the world with only about half of the children likely to meet the early learning goals by the time they reach Year 1. Standards are average in creative, physical and personal, social and emotional development. Children are achieving satisfactorily, given their below average attainment on entry, across all areas of learning except the design and technology aspect of knowledge and understanding of the world, which is unsatisfactory.

In the 2002 national tests taken by pupils at the end of Year 2, standards were well below average in reading, writing and mathematics. In comparison with similar schools, based on the number of pupils having a free school meal, standards were average. In science, teacher assessments showed standards to be average at the expected Level 2 and below average at the higher Level 3. Standards fluctuate year to year and are affected by the proportion of pupils with special educational needs (SEN) in specific year groups. However, over time, standards are gradually rising in writing and mathematics. They are more variable in reading. The school has recently put a great deal of work into the development of reading and the school's tracking documents indicate steady improvement in this area. Inspection evidence shows that standards are well below average in reading, writing and mathematics and average in all other subjects except design and technology, religious education, geography and music. Pupils are achieving satisfactorily except in religious education, geography, design and technology and music where they are not achieving as well as they should.

In the 2002 national tests taken by pupils at the end of Year 6, standards were well below average in English, mathematics and science. They were average when compared with schools that have a similar proportion of pupils having a free school meal. The school's trend in standards is below the national

trend but there is a gradual improvement in standards over time. Inspection evidence shows that standards are currently well below average in English, mathematics and science by the end of Year 6. Pupils are achieving satisfactorily in these subjects given their well below average levels of attainment on entry. Standards are average in all other subjects except design and technology, religious education, music and geography, which are below average. Pupils achieve satisfactorily except in design and technology, religious education, music and geography where their achievement is unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils enjoy what the school has to offer and maintain an acceptable level of interest in the activities provided. Children in the Nursery have very good attitudes to school.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils generally behave well around the school but their behaviour in class is more variable. They are mainly polite and courteous towards adults and each other. Children in the Nursery are well behaved.
Personal development and relationships	Satisfactory overall. Pupils generally get on well with each other and their teachers and are given sound opportunities to develop a sense of responsibility through their involvement in the school council. Personal development and relationships are very good in the Nursery where children are encouraged to be fully independent and relate well to each other and all adults.
Attendance	Poor. However much of this is due to a small number of pupils whose attendance is poor. The school has worked very hard to improve the overall attendance of its pupils with a good measure of success. There have been two exclusions in this academic year.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. Over one in every three lessons seen was good and only a very small number were unsatisfactory. The quality of teaching in the Nursery is good and occasionally very good. The teacher has created an effective and stimulating learning environment that meets children's learning needs well and enables them to make good progress towards the early learning goals. The teaching in the Reception class is satisfactory overall because, while lessons are well organised and managed, the work is not challenging enough and insufficient attention is given to children's different learning needs. The teaching is satisfactory overall in Years 1 to 6. The strengths of the teaching are well-structured lessons, effective use of questioning, clear explanations and good relationships. The weaknesses in the teaching are management of pupils' behaviour, lack of opportunities for practical investigative work and not enough attention given to pupils' different learning needs. The teaching of literacy and numeracy is satisfactory. Basic skills are taught successfully; however, teachers do not plan sufficiently for the different learning needs of pupils nor do they mark work in a manner that will help pupils to improve. Pupils learn well when they are challenged, lessons involve them in active learning and there are opportunities for them to work collaboratively. They lose interest when they are passive recipients of information, the lesson pace is slow and teaching is overly directed.

Pupils with SEN and EAL make good gains in their learning where they are supported by specialist staff or are working together in small groups. In all class lessons they make progress in line with their peers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is enriched through a good range of visits, visitors and extra-curricular activities. The curricular provision in the Nursery is good.
Provision for pupils with special educational needs	Good overall. Their provision is very well managed by an experienced co-ordinator who liaises with staff, parents and external agencies to ensure their needs are well met. The requirements of the Code of Practice are fully met and individual education plans are clear and specific.
Provision for pupils with English as an additional language	Satisfactory. The school has recently appointed a teacher to support these pupils, however, his function needs to be much more clearly defined in order to ensure he caters for the needs of these pupils more accurately and effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. However, provision for pupils' social development is good and is promoted well through activities such as residential visits, the school council and sleepovers.
How well the school cares for its pupils	There are good procedures for child protection and safety. Assessment procedures are good but they are not used effectively to inform teachers' planning in order to meet the learning needs of all pupils.

Parents have positive views of the school and the school has worked hard to involve them. However, their contribution to their children's' learning needs further development. They are provided with a satisfactory level of information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides good leadership and is well supported by her deputy headteacher. Staff with management responsibilities are developing their roles well due to their high level of involvement in the development of their subjects over the last year. This now needs consolidation in order to raise standards across the curriculum.
How well the governors fulfil their responsibilities	Satisfactory overall. They are supportive of the school but need to be more pro-active in pursuing their role independently rather than relying on information from the school.
The school's evaluation of its performance	Satisfactory. The school analyses its performance in national tests and takes appropriate action in order to bring about improvement.
The strategic use of resources	Satisfactory. The school is well staffed and financial control is sound. Grants are satisfactorily directed towards the school's priorities. The school is beginning to apply the principles of best value to most areas of its work but is not yet rigorous enough in looking at outcomes or the impact on standards.

The accommodation is good and the school benefits from a good range of outdoor facilities. Resources are good overall and the school is well staffed to meet the needs of its 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">• Their children like school, make good progress and are becoming mature and responsible.• The school works closely with them and they would feel comfortable in approaching the school with any issues.• The school expects their children to work hard and the teaching is good.	<ul style="list-style-type: none">• Behaviour of the children.

The inspection team agrees with the positive comments made by parents, except that pupils make satisfactory rather than good progress and teaching is satisfactory with some good aspects. In terms of what parents would like to see improved, the inspection team agrees that behaviour in the school requires improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry to the school is below and often well below average. Children currently in the Reception year started with below average levels of attainment. By the end of the Reception year standards are below average in communication, language and literacy, mathematics and knowledge and understanding of the world with only about half of the children likely to meet the early learning goals by the time they reach Year 1. Standards are average in creative, physical and personal, social and emotional development. Children are achieving satisfactorily across all areas of learning, given their below average attainment on entry, except the design and technology aspect of knowledge and understanding of the world, which is unsatisfactory because children are not given enough opportunities to develop their own ideas and too much of the work is teacher directed.
2. In the 2002 national tests taken by pupils at the end of Year 2, standards were well below average in reading, writing and mathematics. In comparison with similar schools, based on the number of pupils having a free school meal, standards were average. In science, teacher assessments showed standards to be average at the expected Level 2 and below average at the higher Level 3. Standards fluctuate year to year and are affected by the proportion of pupils with special educational needs (SEN) in a year group. However, over time standards are gradually rising in writing and mathematics. They are more variable in reading. The school has recently put a great deal of work into the development of reading, and the school's tracking documents indicate steady improvement in this area. Over time girls do not achieve as well as boys.
3. Inspection evidence shows that standards are well below average in reading, writing and mathematics and average in all other subjects except religious education, design and technology, geography and music. Pupils are achieving satisfactorily except in design and technology, religious education, geography and music where they are not achieving as well as they should. No significant differences were noted between the achievement of girls and boys.
4. In the 2002 national tests taken by pupils at the end of Year 6, standards were well below average in English, mathematics and science. They are average when compared with schools that have a similar proportion of pupils having a free school meal. The school's trend in standards is below the national trend but there is a gradual improvement in standards over time.
5. Inspection evidence shows that standards are currently well below average in English, mathematics and science by the end of Year 6. Pupils are achieving satisfactorily in these subjects given their well below average levels of attainment on entry. Standards are average in all other subjects except religious education, design and technology, music and geography, which are below average. Pupils achieve satisfactorily except in religious education, design and technology, music and geography where their achievement is unsatisfactory. There is no significant difference between the attainment of boys and girls. Higher attaining pupils in Years 5 and 6 are well supported through the school's provision for them to be taught in small groups each day for English and mathematics. Higher attaining pupils in other year groups work in a higher year group for English and mathematics.

6. The school has put a great deal of effort into improving standards in all subjects over the last year and this has been largely effective. However, in music and design and technology a lack of staff confidence and low input in these subjects over a longer period of time is still affecting achievement. In geography and religious education, standards are not as high as expected as they are not taught in sufficient depth.
7. The local education authority analyses the results in national tests according to the different ethnic groups. This shows that pupils for whom English is an additional language and those from minority ethnic backgrounds are represented at all ability levels, and many achieve well.
8. Pupils with special educational needs receive good support for their specific needs. Most make at least satisfactory and sometimes good progress against their identified needs especially in literacy and behavioural problems. Although the main focus of special educational needs support is for literacy, learning difficulties and behaviour, there is also good support for mathematics. In all other lessons they make progress broadly in line with their peers, although work is not well enough matched to their learning needs.

Pupils' attitudes, values and personal development

9. Children in the Nursery and Reception classes have good attitudes to school. They mainly leave their parents or carers happily and quickly settle to the activities on offer. They behave well and are kind and considerate to each other. In the Nursery the staff promote their personal development very well but in the Reception class there is less emphasis on this aspect and greater teacher direction in all of their work.
10. Throughout the rest of the school the pupils' attitudes are satisfactory overall. In around half of the lessons their attitudes are good but there were a number of occasions when pupils were not sufficiently motivated or involved and their learning was less effective as a result. This mainly occurred in lessons when the teacher failed to grasp the pupils' imagination or when individual pupils decided they did not want to be involved in any learning. For the most part, pupils listen attentively to the teacher and to their classmates, ask and answer questions sensibly and are keen to learn. Most remember to put up their hands before answering. Pupils usually settle down quite quickly to work, although they can be slow to return to class, particularly after morning break and carry on with conversations even when told to be quiet. Most continue to work sensibly even when not directly supervised. Pupils are particularly well motivated by challenging activities, as in a Years 5 and 6 literacy extension class when they were discussing the poem 'Jabberwocky' and what it might mean. Pupils readily take part in discussions and gain in confidence as they air their views. When required, they work together co-operatively in pairs and groups. Pupils have little opportunity for independent working or research and this aspect of their learning is underdeveloped and is a weakness. Most pupils with special educational needs have a positive attitude to school and are usually interested and enthusiastic in their lessons. They are fully involved and included in all the activities that the school provides and their independence and self-esteem are developed well.
11. The behaviour of the pupils is satisfactory overall. Much of it is good, but there were several instances of disruption within lessons for it not to be good overall. This poorer behaviour is often linked to the level of interest and challenge that the lesson provides and to the teacher's skill in managing pupils – many of whom have identified behavioural problems. Disruptions are rarely serious but, even so, they reduce the impact of the lesson for the whole class. Pupils generally move around the school in an

orderly way and most behave sensibly. They show satisfactory respect for property and treat books and equipment with due care. Behaviour at lunchtime is good and the meal is a pleasant social occasion. Behaviour on the playgrounds and sports field is also good. There is plenty of space for the pupils and those playing energetic games keep well clear of those playing quietly. No oppressive behaviour was seen during the inspection and this is not felt to be a particular problem. There have been two temporary exclusions during the past year of pupils with severe behavioural problems that needed specialist support.

12. Most pupils with special educational needs behave well in lessons and in small groups. There are good behaviour modification programmes in place and behaviour is usually satisfactory in classrooms, at lunchtimes and in the playground. Those pupils identified with behavioural problems are well supported by teachers, support staff and learning mentors and the behaviour of most is usually satisfactory.
13. Relationships at all levels are good. Pupils relate well to all staff, who treat them with kindness and consideration. Pupils mainly support each other well and several instances were seen where a classmate spontaneously comforted an upset pupil. They are generous in their praise for the successes of their peers. Pupils are pleasant and most care for the feelings of others – although they can be selfish, for example grabbing calculators in a mathematics lesson. Few of those disrupting lessons give thought to the effect that their behaviour has on pupils who want to learn. Most pupils remember the common courtesies, although some have not yet learnt that pushing through doors ahead of adults is impolite. The school is racially harmonious. Pupils listen with interest when pupils of different faiths tell them about their religious traditions.
14. Pupils respond satisfactorily to the school's provision for their personal development, including opportunities to assume responsibility. For the younger children this includes tidying up activities and taking the register to the office. The duties increase as pupils move through the school, with older pupils doing paired reading with pupils in Year 2 and other pupils helping to look after the chickens and rabbits. However, overall the range of responsibilities is less than found in many schools and this is a weakness. The school has a house system, with two elected house captains who have additional duties around the school. Two pupils from each of the top five classes sit on the school council, which meets regularly and is a good discussion forum for matters of mutual interest. These activities benefit the pupils by helping develop their self-confidence. Most pupils with special educational needs show sound respect for the work and feelings of others and are positive about their efforts. Relationships with teachers and other pupils are good.
15. Attendance during the last reporting year for which there are national comparisons was 92.4 per cent, which is well below the national average and is poor. However, attendance has improved significantly since the previous inspection. Unauthorised absence is well above the national average. Punctuality at the start of the day is unsatisfactory with pupils arriving late in most classes. Lessons generally start on time at the beginning of the day but there is often slippage, particularly after break and lunch.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall. Over half of the lessons seen were satisfactory, more than one in three was good or very good and only a small proportion was unsatisfactory. A review of pupils' work and teachers' planning from the start of the academic year reflects this. This is a satisfactory improvement in teaching since the

previous inspection and reflects the hard work of senior staff in order to bring about improvement.

17. The quality of teaching and learning in the Nursery is good across all the areas of learning. Lessons are well planned, class routines well established and good relationships have been built so that children are secure and well motivated to learn. Teaching in the Reception class varies between good and satisfactory but is satisfactory overall. Lessons are well planned and organised to cover the areas of learning but in some activities there is a lack of challenge and work is not well planned to meet the different learning needs of children. As a result, they do not always make the gains in their learning of which they are capable and lose interest in the activities which do not engage them.
18. The teaching is good in English, art and design and history across the school. It is satisfactory in all other subjects, although some good teaching was seen in ICT. There was not enough teaching seen to judge teaching in geography across the school, music in Years 1 and 2 or physical education in Years 3 to 6.
19. The quality of teaching and learning in English and literacy is good. Lessons are well planned and basic skills are well taught. Teachers, particularly in the older classes, choose topics that interest pupils thus motivating them to learn. They question pupils well and encourage them to give reasons for their answers. Pupils have good opportunities to rehearse their answers through discussing their ideas with a partner prior to presenting them to the whole class. Good teaching in the extension group for pupils in Years 5 and 6 enables them to achieve well. The main weaknesses in the teaching, which affect learning, are managing difficult behaviour which takes time out of the lesson, not adapting work sufficiently – especially for lower attaining pupils - which affects their progress, and a lack of effective marking to let pupils know what they need to do to improve.
20. Teaching is satisfactory in mathematics and numeracy. Teachers make good use of the National Numeracy Strategy to structure their lessons, ensuring that pupils develop their numeracy skills. Work is planned satisfactorily to meet the differing learning needs of pupils but work is sometimes not challenging enough and pupils do not make the gains in their learning of which they are capable. Marking is not used well enough to show pupils where they can improve their work. Occasionally teachers have to deal with disruptive pupils and this slows the pace of lessons, which adversely affects the learning of all pupils.
21. Teaching is satisfactory in science. Teachers have sound subject knowledge and make appropriate use of scientific vocabulary. They have good relationships with their pupils which give pupils confidence to learn. However, teachers tend to spend too much time demonstrating in lessons and do not give pupils enough opportunities to be active participants in their learning. As a result, pupils lose interest in lessons and do not develop their investigative skills sufficiently. Planning does not provide for the differing learning needs of pupils and work is not well enough marked to help pupils improve; consequently, pupils do not make the gains in their learning of which they are capable.
22. Teaching in ICT is mainly good. Teachers have developed their expertise significantly in the recent past through the provision of national teacher training. They are now confident and have good subject knowledge, which they use well to interest and involve pupils. Lessons are well planned with learning objectives clearly stated and met. Good links are made to previous learning which helps to reinforce knowledge and skills.

23. There are some aspects of teaching that distinguish good, very good or satisfactory lessons. In the good and very good lessons, they are well planned and structured, teachers provide clear explanations and question pupils effectively, which ensures that pupils know what is expected of them and gives them good opportunities to develop their ideas and explain their thinking. In these lessons there are good relationships and opportunities for collaborative work. This enables pupils to express their ideas freely and take risks with their learning. In the satisfactory lessons, teachers tended to tolerate low-level disruption throughout the lesson, which inhibited the learning of all pupils. The teachers gave over long introductions and pupils lost interest. This led to fidgeting and off-task behaviour. In the few unsatisfactory lessons, pupils were not engaged from the outset in their learning, the tasks were too difficult and a significant minority of pupils disrupted the lesson.
24. Teaching for pupils identified as having special educational needs is satisfactory and sometimes good in numeracy and literacy. Support from learning support assistants is good in numeracy and literacy. Regular termly reviews and assessments take place so that pupils' needs are regularly updated. Targets are detailed, specific and manageable. Good attention is given to motivating, rewarding and praising pupils and building their self-esteem, although procedures are not consistent across the school. Pupils usually remain involved in lessons and try hard, despite their difficulties. They are fully included and integrated into all school activities. Sound use is made of ICT to support them in their learning. The learning mentors provide good support to those pupils who have behavioural problems by enabling them to stay on task in lessons and giving them time to talk through the issues which cause them problems. Additionally, the local education authority provides support from the behaviour management team in order to help the school manage some of the difficult behaviour. Some pupils with special educational needs attend a local school on a regular basis for small group support specifically related to their learning needs.
25. In lessons where groups of pupils with English as an additional language are withdrawn in order to give them more focused help, there needs to be more liaison between the class teacher and Ethnic Minority Achievement Grant (EMAG) teacher, so that the work they do relates to work being done in the class, and is appropriately adapted to meet their needs.

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

26. The quality and range of learning opportunities offered to pupils is satisfactory overall. The curriculum broadly meets the interests, aptitudes and needs of all pupils, including those with special educational needs and those for whom English is not their first language. The school has made satisfactory progress in improving curriculum provision since the last inspection and National Curriculum requirements are fully met.
27. The curriculum for children in the Nursery and Reception class is based appropriately on the specified areas of learning for children of this age. It is well planned to ensure that children have a wide range of suitable learning experiences.
28. The curriculum for pupils in Years 1 to 6 is satisfactory and broadly meets the requirements of the National Curriculum and the locally agreed syllabus for religious education, drug and sex education. There is a daily act of worship although only one whole school session a week. This provides insufficient opportunity to develop a common sense of purpose for the work of the school and there are insufficient

opportunities for pupils to sing. The school allocates sufficient time to each subject and ensures satisfactory breadth and balance across most curriculum areas overall. The range of work covered in subjects is generally satisfactory, except in science, geography and religious education where there are shortcomings in the quality of learning activities. Literacy lessons follow the recommendations of the National Literacy Strategy and these are soundly embedded in the school's practice. The National Numeracy Strategy has been satisfactorily implemented, generally providing appropriate opportunities for developing pupils' numeracy skills. However, teachers do not take sufficient opportunities to develop numeracy skills in other subjects.

29. All subjects have recently revised policies providing sound guidance and consistency for subject teaching. Subject plans, based on national guidance, have very recently been introduced which satisfactorily guide teachers' planning providing progression of knowledge and skills. However, these need to be adapted further in some subjects, for example in geography, to meet the particular needs of the school. Medium-term planning is presented to a common format, although learning intentions are not always closely linked to the programmes of study of the National Curriculum. When identifying learning objectives for lessons, there is often more emphasis on imparting knowledge than in the development of skills. This is particularly evident in science and geography. Although skills are taught in a more systematic way than at the time of the previous inspection, they are not consistently included as a learning objective in lesson planning when it would be appropriate to do so. Medium- and short-term plans are closely monitored by members of the senior management team and areas of weakness identified. Special emphasis has recently been placed on improving short-term planning. There is a subject manager in place for every subject and these now maintain a subject manager's file, undertake lesson observations and carry out a termly subject review which is presented to the governing body. All are developing portfolios of pupils' work and have started to annotate these with National Curriculum levels. Overall, there has been good progress in improving the quality of the curriculum since the last inspection.
30. The curriculum is socially inclusive and successfully incorporates all pupils including those with special educational needs. Provision for pupils with special educational needs is good in literacy and numeracy lessons where pupils often receive extra adult support. The school complies with the recommended Code of Practice and devises good programmes of support to meet pupils' individual needs. Most pupils have very clear specific targets, which are manageable and achievable. However, there is little reference to these in teachers' lesson planning and few pupils are aware of their individual targets. Pupils' progress towards the targets outlined in their individual education plans is carefully reviewed at least termly. There have been no disapplications of the curriculum.
31. Young children in the early stages of acquiring English are supported through the good practice in the Nursery and Reception class. Additionally, a specialist teacher who works part time helps these children to settle in so that they can participate in all the activities provided. Where support is given to pupils for whom English is an additional language within their classes, they are able to participate in the work done by the other pupils.
32. The school has satisfactory strategies in place for developing literacy and numeracy skills using national guidance. However, the use of literacy and numeracy needs to be developed much more in all subjects.

33. There is a good range of extra-curricular activities in place, which includes football, netball, break dancing, computer, art (for gifted pupils), homework and gym club. These are mainly for the older pupils but there is a gardening club specifically for the younger pupils. There is a good range of visits linked to the curriculum to places such as the Science Museum, Golden Hind, Richmond Park, London Zoo and Barnes Environmental Centre. Visits to the school, which have included a helicopter, a birdman with hawks, a travelling mini farm, African drummers, musicians, artists and Fulham Football Club, further enrich the curriculum.
34. The school makes satisfactory provision for pupils' personal, social and health education (PSHE) although the whole school plan is not yet fully established. The school has received support and guidance from a local 'Beacon' school in developing the policy and plans. The use of circle time (when pupils sit in a circle to discuss issues that concern them) is developing and helping to improve speaking and listening skills and pupils' concentration. Pupils in Years 5 and 6 are taught about sex education in specific lessons using video materials after parents have been consulted. The school is involved in the Healthy Eating Initiative and is working towards achieving an award. Drug education is not yet fully established but pupils are made aware through a theatre group that visits. The school has appointed one full-time and one part-time learning mentor to support the personal development of pupils. This has proved a valuable addition to the school's provision. They provide a good link between pupils and staff and support pupils well on a range of issues related to their personal development. There is a school council, with elected representatives from Year 2 through to Year 6, which meets regularly to discuss school issues.
35. The community contributes well to pupils' learning and the school makes effective use of the many opportunities available to enrich the curriculum. Visits are made to the local Christian churches and a Methodist minister visits regularly. Senior citizens are invited to attend the annual Christmas plays and reading volunteers from the a local group called 'Regenerate' come in to listen to pupils read. Representatives of Fulham Football Club visit as part of football in the community. The use of the Internet is developing and Year 3 pupils have linked to a teacher's father in Australia.
36. There are satisfactory links and relationships with partner institutions. The school rents out the playing field to a nearby private school and there are established links with a pupil referral unit. Local 'Beacon' schools have provided good help and support with curriculum planning. Work experience students and trainee teachers from nearby Roehampton Institute use the school. Teachers from secondary schools in the area visit to discuss transfer arrangements and talk to pupils in Year 6. However, there are no established links with other primary schools in the area for subject managers to meet together on a regular basis.
37. Provision for pupils' spiritual, moral and cultural development is satisfactory. Provision for social development is good.
38. The provision for spiritual development is just satisfactory. Although daily acts of worship meet statutory requirements, some do not contribute effectively to pupils' spiritual development. Most daily worship takes place in the classroom, with the full school only meeting in the hall on Mondays. These classroom assemblies, although following up on the theme of the Monday assembly, are often perfunctory in nature with little opportunity for quiet reflection and with some pupils not behaving in a respectful manner. As such, they do not contribute significantly to pupils' spiritual or moral development. The Monday whole-school assembly seen featured no singing – although pupils practised this in a singing assembly the next day. The content of the religious

education curriculum, as seen from a review of pupils' books, indicates that it makes a satisfactory contribution to spirituality in the school. The school itself offers a satisfactory stimulus to stir the individual pupil to look outside the immediate environment and to motivate him or her to understand more about others and about themselves; a good range of visits and visitors widens their horizons. There are some good displays of pupils' own work on the walls in which they can take pride. Teachers seek to engage and interest pupils who respond with a sense of wonderment, as in a lesson in the Nursery when children were amazed at how slugs and snails can hang on upside down!

39. The school's provision for personal, social and health education is not yet fully developed since there is currently no co-ordinator for the subject and the headteacher covers it as a temporary measure. Circle time takes place in some classes but the lesson seen did not contribute greatly to the pupils' moral and social development because it was badly disrupted by poor behaviour. The school makes a satisfactory provision for pupils' moral development. The staff promote a sound moral code in most aspects of school life. Pupils know the school rules and negotiate rules for their own classes each year. These are regularly reinforced and discussed in assemblies. Pupils are able to share their views and, guided by the teacher, broaden their understanding of the impact their behaviour can have on others, but this is not consistently applied across the school. Good behaviour is encouraged by praise and rewards but there is inconsistency in the management of behaviour in class.
40. The provision for pupils' social development is good. The headteacher and staff know the pupils well and encourage them to care for and help one another both in and out of the classroom. Pupils co-operate well together when required to do so in class. Teachers take care to ensure that pupil groupings are planned rather than random to ensure maximum benefit for all concerned. Pupils are given responsibility for a range of duties in the classrooms and around school, which they carry out willingly and reliably. Older pupils help younger pupils as partners in the reading club and pupils new to the school have 'buddies'. Two members of each class in Years 2 to 6 sit on the school council and sensibly deliberate issues relevant to them. The residential visit and 'sleep-overs' help to extend the pupils' self-assurance and independence.
41. The provision for pupils' cultural development is satisfactory. The school does much to make pupils aware of their local heritage but does relatively little to celebrate and widen their understanding of the rich blend of cultures within the school. Pupils learn about other religious cultures during their religious education lessons, for example, having an Eid assembly. In geography week, pupils looked at life in other countries – although not specifically countries represented by pupils in the school. Pupils are sometimes given opportunities to do work in their own first language and the school has organised a Saturday school for Somali parents. There have been visitors from other cultures, such as an African art workshop, to provide insight into cultural diversity. Pupils also look at the work of other artists but music is not high profile in the school in terms of promoting the richness of cultures represented through music.
42. Provision for the spiritual, moral, social and cultural development of those pupils with special educational needs is similar to that of other pupils in their class and is satisfactory overall. It is good for social development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Overall, the school cares for the pupils well and there are effective procedures in place to ensure their safety and wellbeing. The pastoral support provided is good. The school is a warm and friendly place in which pupils are happy and secure and can enjoy their school life. They can learn without fear within a caring environment. Staff provide effective support and the good relationships that exist make it easy for pupils to talk to them about any problems they may have. Personal development of the pupils is satisfactorily promoted through lessons, assemblies, responsibilities and individual attention. Although there is no formal monitoring of personal development, teachers know the children well and any concerns are shared between staff and acted upon.
44. Monitoring procedures for pupils with special educational needs across the school are very good. Appropriate help from outside agencies, such as the educational psychologist, the medical services, behavioural support services and the speech and language service, very well supports procedures. Twelve pupils with behavioural problems receive extra support by attending a pupil referral unit twice a week in addition to that provided by the learning mentors.
45. Procedures for monitoring pupils' academic and personal development are sound and are continually developing. In the last inspection it was reported that procedures for the tracking of pupils' progress had improved significantly and that the information should be used to plan a curriculum that matched the needs of the pupils and to identify priorities in the school's planning for sustained improvement. The school has made some progress in addressing these issues, particularly with strategic planning of priorities for school improvement. More systematic and rigorous procedures for monitoring standards and evaluating progress are now in place, including analyses of assessment data, scrutiny of pupils' work and observations of teaching and learning. The deputy headteacher has worked hard with the leadership team and teaching staff to maintain a realistic level of change and improvement over time in relation to assessment and recording systems. The school now has a clear and manageable policy for assessment activities and procedures used consistently throughout the school that are matched to a time frame.
46. Since the arrival of the present headteacher the school has begun the process of building up a more rigorous collection of formative assessment data, including details of national tests for pupils in Year 2 and Year 6 and optional tests in Years 3, 4 and 5. An electronic database was introduced and is used to monitor progression, look at trends and make predictions. Assessments used as pupils enter the school in the Nursery identify areas for development and provide valuable information to help set baseline targets. Standardised tests, such as the Suffolk Reading Test and the use of the school's own mental mathematics tests, are used regularly to support teachers' judgements.
47. Alongside these more formal assessments, a number of planned teacher assessments are identified throughout the year in both the core and foundation subjects. This initiative was started at the beginning of this academic year and the work is recorded in a special book called the 'Purple book'. The samples of work include teachers' comments and National Curriculum levels. Individual pupil data from the books are compiled in class tracker books on a termly basis. Standardisation of teachers' judgements is achieved through the practice of moderation. This practice only started this year with writing and this needs to be embedded to ensure reliability and consistency. It is planned to use this procedure with science and all the foundation subjects in time.

48. The collection of assessment information from the tests and from constructing portfolios of work gives the school a vast amount of data. The school makes good use of test information to track progress and make predictions for future progress. However, the use of data to set group and individual targets for improvement is still underdeveloped in its application in the classroom. Procedures and practices of individual target setting vary across the school and a more consistent approach would make it easier for pupils to understand and would help when monitoring the effectiveness of the target-setting process. Furthermore, if target setting were a more regular feature to planning work for individual pupils, the curriculum and learning approaches would be better matched to pupils' needs, ensuring a greater level of progress.
49. A detailed marking policy is in place and outlines marking guidelines for all subjects. Pupils' work is marked regularly and consistently but does not indicate to pupils what they need to do to improve. Although the policy emphasises the importance of providing a comment to support further progress and development, only rarely are helpful comments and guidance provided to show pupils how they can improve and this hinders their progress.
50. All pupils identified as having special educational needs have individual education plans with clear manageable targets, which are written by the special educational needs co-ordinator in consultation with class teachers, support assistants and parents. Targets are usually very specific and attainable. A review of previous plans shows that progress is made in reaching and modifying targets. Very good review procedures are carried out termly or sooner if necessary and parents are invited to attend and receive a copy of new targets.
51. Child protection procedures are good. There are two child protection liaison teachers who have had relevant training and most of the current staff have also been on recent courses. Staff are briefed as necessary on individual cases and maintain a close eye if they feel there is any concern. The school works closely with the social services and other agencies on the regular occasions when this is required. Class teachers are very aware of pupils' needs and support them well in class, particularly those with special educational needs.
52. Procedures for child protection and ensuring the welfare of pupils who have special educational needs are similar to that for other pupils and are good. Records are very well maintained and organised.
53. The school works hard at promoting and monitoring attendance and has achieved a good improvement in pupils' attendance since the previous inspection, even though this is still poor. The school works closely with the education social worker and constantly encourages parents to ensure children do not miss school. Meetings are held with parents of pupils with low attendance and efforts are made to achieve improvement. Registers are properly maintained and monitored and all unexplained absence is followed up.
54. The school's management of behaviour is satisfactory overall. There is a comprehensive policy on positive behaviour. Staff set a good example but their expectations of pupils' behaviour is not consistent and varies from class to class and this is a weakness. In some classes the teacher does not get the class settled down and quiet before starting the lesson or taking the register, with the result that they have to use a raised voice in order to be heard and some pupils carry on with what they are

doing and take little notice of the teacher's exhortations. This results in a less effective learning environment and leads to pupils developing unsatisfactory learning habits. Break and lunchtime play outside is well managed, with good leadership of games activities by staff. This helps to ensure that such periods are orderly and relatively incident free.

55. There is a satisfactory policy for health and safety, written by the local education authority, that is not sufficiently specific to the school. Day-to-day management of health and safety is also satisfactory. Termly safety inspections are carried out, although the absence of the premises manager means that this routine has slipped and needs to be reinstated. Fire drills take place each term but, in the absence of the premises manager, it is not clear whether the fire alarm has been tested at the appropriate interval. The regular weekly test needs to be re-established. Testing of portable electrical appliances is up to date. First-aid procedures are good and there are staff with first-aid qualifications. Accidents are properly logged and parents are notified in writing in the event of a bump to the head or more serious accident. The relief caretaker and premises staff clean the school effectively and the environment is generally safe and hazard free.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Overall the school has a good relationship with the parents and this has a beneficial impact on their children's learning. The school has worked very hard to involve them, using questionnaires and other means to canvas their views and involve them in shaping school policy. A reasonable number of parents responded to the questionnaire or attended the parents' meeting and it is clear from these that in general they regard the school highly. Parents find the school easy to approach, well led and managed and with good teaching. They feel their children are encouraged to work hard, enabling them to make good progress. They see their children liking school, being well looked after and well supported as they grow and develop. The inspection findings support most of these positive views.
57. On the negative side, one in seven parents who responded to the questionnaire felt that the behaviour in school is unsatisfactory and about one in ten parents felt that pupils do not get the right amount of homework and that the provision for out-of-school activities is inadequate. The inspection findings do not support the parents' views on out-of-school activities. The provision of sporting and non-sporting activities, including out-of-school visits, is seen as good overall compared to that offered in many primary schools. The inspection findings support the parents' concerns on the variability of homework and on behaviour of some pupils in the classroom.
58. The school provides parents with a satisfactory level of information about their children's progress and about general matters. There is a regular newsletter and each half term teachers send out details of topics and curriculum. Additionally, the headteacher writes to parents giving details of special events and other information. The prospectus and governors' annual report both contain information about the school and its activities. However, there are minor omissions of information statutorily required in these documents and the headteacher has been made aware of this. Pupils' annual reports are broadly satisfactory overall although they do not include the statutory information on pupils' attendance. Twice yearly there is a parents' consultation evening and, in addition, parents of pupils with a statement of special educational need are invited to be involved in the statutory annual review of their children's progress.

59. Parents' contribution to the learning of their children and to the life of the school is currently unsatisfactory – although there are signs that some improvements are taking place. The school encourages parents to become involved at every level, but only a small proportion play any apparent part in the education of their children. A small number of parents work in the school, with more assisting on outside visits, providing valuable and effective help. Some parents provide help to pupils at home with their reading and homework, but the school estimates that a great majority do not, with many also never attending any parent consultation evening meetings at all in school. It is, unfortunately, often pupils who most need support at home that do not get it. The school has organised courses for parents in literacy, computing and parenting skills but attendance at such events has been poor and rapidly falls off. On the positive side, there is a recently formed parent teacher association which is starting to run fund-raising events and the school has now got a full complement of parent governors for the first time in years. Parents attend and enjoy achievement assemblies and the lure of a reward of a chocolate cream egg has encouraged good participation in the annual parents' questionnaire.
60. The teacher for pupils with English as an additional language is available to meet with parents at the end of the school day. An interpreting service is provided by the local authority and can be called upon where necessary. A voluntary worker who speaks Somali is also available, and the school facilitates a Saturday school run by the Somali community.
61. Procedures for parents to be involved in the identification, assessment and review of pupils with special educational needs are very good. They are invited to be involved in the target-setting process and review procedures during specific review meetings with the special needs co-ordinator and class teacher and at other times when necessary. All parents receive a copy of targets. There are regular informal meetings with parents but details are not regularly recorded and the school needs to maintain a record of all contacts made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The last inspection report considered leadership and management to have improved to satisfactory. Leadership is now good and management is sound. This represents a satisfactory improvement since the last inspection two years ago when the school was brought out of special measures. The good leadership provided by the headteacher and her deputy is having a positive impact on teaching and learning.
63. The headteacher has a clear vision for school development resulting in improvements to the learning environment and in the deployment of staff to fulfil key roles. A clear vision statement for the school is made annually with the staff, and its aims are embodied in the school brochure.
64. The headteacher has successfully recognised and made best use of the energy, enthusiasm and strengths of the deputy headteacher to complement her own approach. Together they make an effective team and provide the school with good leadership. They both have a very clear understanding of the school's strengths and weaknesses and act positively to bring about improvement. Another recent development that has strengthened leadership is the broadening of the senior management team to include the experience of the Nursery and special needs co-ordinators that represent two key strengths of the school. Subject leadership has also improved over the last year because the headteacher has delegated responsibility to, and provided a school-based training programme for, subject co-ordinators to

understand their role better and develop more effective ways to promote, monitor and evaluate their subject. They have been responsible for much of the recent subject monitoring and provided reports to the headteacher and governing body on standards and developments in their subjects. The contribution of subject leadership to school improvement is good in the Foundation Stage, special educational needs, art and design, history, science and ICT; it is satisfactory in all other subjects.

65. The headteacher ensures that educational inclusion is given appropriate emphasis and works hard to ensure all pupils receive sufficient attention, particularly in relation to pastoral care. There is a satisfactory race equality policy in place and good efforts are made to promote an understanding of racial equality.
66. Governors fulfil their statutory duties satisfactorily. They are very supportive and committed to the school and some visit on a regular basis. Some governors do visit from time to time to see how the school works and functions, but this needs to be developed more consistently if the governors are to really know the school's needs. They have a well-defined structure of committees and individual responsibilities and liaise well with the school to secure information. The governors, with the headteacher, have been successful in bringing the school out of special measures and they have built on this work to consolidate the school's continuing improvement. However, they are reliant on the headteacher for much of their information and need to be more proactive in developing their role independently and in ensuring all statutory duties are fulfilled.
67. The school improvement plan is well thought out and ambitious and is a good working document. It is clear in its vision, and the steps planned to meet the developments are realistic and well matched to finances. The school improvement plan for 2003-2004 builds well from the previous year's plan showing continuity of ideas and practice. A strength has been the way the head has successfully consulted with parents to gauge their views on aspects of the school and to consider these views in the shaping of policy. However, it is only a one-year plan and as such does not set out a longer-term plan for the school's development and this is a weakness.
68. All procedures for the management of the school are in place but many relating to the planning of the curriculum are not embedded and need time before their effectiveness can be reliably measured. Furthermore, staff changes have contributed to this situation. Nevertheless, monitoring and evaluating have high priorities in the school community with the lead being taken by the headteacher and her deputy who keep a close watch on what is happening. Good use is made of available data and other information to identify trends and make comparisons. The evaluation of assessment data is beginning to be used effectively to inform strategic planning. For example, in the past the data indicated that the school needed to focus its improvement on challenging its more able pupils; this it has done to good effect by the introduction this year of extension groups in Years 5 and 6 for English and mathematics.
69. The special educational needs co-ordinator is very effective and provides very good leadership and management of special educational needs provision. She is very knowledgeable, conscientious and committed and provides very good support to teaching and support staff. She has a clear understanding of what needs to be done to improve provision and has set this out in a clear action plan.
70. Monitoring of teaching in English and mathematics and evaluating its impact has been a priority, with the lead being taken by senior staff. Feedback is given to staff and this results in individual and whole staff training to improve performance and develop

understanding. The statutory induction of newly qualified teachers is being fully met and there is compliance in the setting of annual performance management objectives for other teachers. When training is coupled with planned school improvement the impact is positive and constructive. For example, the recent training for subject leaders to understand their roles and responsibilities is beginning to impact on improved standards in teaching and learning, and in the improved quality of provision.

71. The specialist teachers for pupils with English as an additional language are managed by the deputy headteacher, who provides help and support as well as guidance to the newly appointed teacher. There is good liaison with the local authority ethnic minority support service, which supports the training of the new teacher. However, there has not been recent guidance to class teachers on how to meet the needs of pupils for whom English is an additional language. There is no policy to provide teachers with advice on the best way to promote these pupils' learning, and to develop an awareness of their diverse backgrounds. Policies do not refer to the needs of these learners. The headteacher is aware of this, and there are plans to address the issues.
72. The school's finances are satisfactorily managed and educational developments are supported through careful planning. The amount received per pupil is very high. The school carried a surplus into the last financial year of around five per cent. The school was successful in generating additional significant funding during the year but at the same time had severe problems in recruiting staff to match the funding. The net result was that the surplus carried forward into the current year rose to 14 per cent – which is high. However, this has enabled the school to maintain a non-class-based deputy headteacher and also a special educational needs co-ordinator as well as maintaining a good level of support staffing throughout the school. This provides good support that benefits the pupils' education. The school is forecasting that the surplus at the end of the current year will fall to around three and a half per cent.
73. The school is operating a strategic development plan, which is only firm for the current year. This is an insufficiently long time frame for effective forward planning and this is a weakness. The school's priorities are generally appropriate and the financial implications of these are embedded in the budget. The finance committee meets approximately monthly to monitor the school's finances. Meetings are properly minuted and financial figures are circulated prior to the meetings. The school uses the services of a finance officer to assist the headteacher in preparing the budget and to ensure that the school's accounts are maintained in good order. Day-to-day financial procedures are competently undertaken by the administrative officer who runs the school office with calm and friendly efficiency. The school buys its supplies and services competitively and makes satisfactory use of benchmarking and comparative data in seeking best value. There is a proper hierarchy of signatories for order, receipt and payment of goods. The school's finances were audited in July 2001 and the financial and administration systems were found to be satisfactory. There were 12 recommendations made for action – none of them urgent – and all were quickly addressed. The school receives a number of grants. Expenditure against these is not all separately monitored but the headteacher affirms that the grants are used for the purposes intended. Funding from the local authority for special educational needs is used effectively and appropriately. The school also provides funds from the general school budget to maintain sufficient support staff.
74. The school's use of new technology is in line with that in many schools and is seen as satisfactory. There is a very good computer suite, but this is not yet networked with computers in classrooms. Pupils have access to the Internet and CD-Roms and there is a very good range of computer software available. The office uses software

programs for finance, assessment data and attendance, with attendance data transferred from registers by an optical mark reader. ICT is used effectively to manage special educational needs in the maintaining of records and writing of individual education plans.

75. The match of teachers and support staff to the needs of the curriculum is good. Teachers are appropriately qualified and there is a range of experience within the teaching staff. Most teachers have additional responsibilities over and above their classroom duties. The deputy headteacher is not class based and, in addition, there is a special educational needs co-ordinator who also does not have a class. Newly qualified teachers get good support from a colleague acting as a 'mentor'. Support staff are experienced and are effectively deployed although there are occasions during introductions or plenary sessions when they could be utilised more effectively. As well as general support staff, the school has teachers to help pupils whose first language is not English and learning mentors to help support pupils with attendance, social and behavioural needs. The recent changes in subject leaders led to a high level of teacher training during the last financial year. Training needs are generally identified from appraisal interviews and the priorities of the development plan. Support staff also undertake training to enable them to develop and extend their roles. There are sufficient learning support assistants to cater for the number of special educational needs pupils and they know their pupils well. They are used especially well to support literacy and numeracy and are fully involved in the consultation and review process of individual education plans. The two learning mentors provide good support for those pupils with behavioural problems. External support, such as the educational psychologist, speech and language specialists, medical services and behavioural support services are used effectively when necessary.
76. The accommodation is good and enables the curriculum to be delivered effectively. There is plenty of classroom accommodation, including rooms for special educational needs and language support. Classrooms are light and airy, but some are on the small side for classes of 30 or more. All have access to sinks. There is a well-appointed computer suite and a room that is used for nursery lunches and the after-school club when it operates. The good-sized library also acts as an additional teaching area. The school hall is large enough for the number of pupils and is used as a dining area and for physical education lessons as well as for assemblies. The Nursery and Reception class accommodation is good. It is spacious indoors with two classrooms and a large room for role-play activities. Outdoors there is a good range of play equipment, grassed and hard play areas. There is a good range of appropriate learning resources and these are used well by staff to ensure children's learning benefits. As a result of the good use made of space, children are able to concentrate undisturbed for extended periods of time.
77. Pupils with special educational needs are usually supported within the classroom areas and work in ability groups for numeracy and literacy. A small number of pupils are withdrawn for extra literacy tutoring and receive effective support in the special needs room. Pupils are well taught and make good gains in their learning.
78. The school's learning resources are seen as good overall and enable the curriculum to be taught effectively. A detailed survey was carried out last December and there now appears to be no significant areas of shortage. Resources are particularly good in the areas of ICT, art and design, history, special educational needs, the library, mathematics, outdoor facilities for physical education, science and the Foundation Stage. Resources are mainly well stored although those for design and technology and music are not well organised or easily accessible. Extensive use is made of the very

good local authority lending service for a range of books and artefacts. There are good accessible resources to support pupils with special educational needs available in the special needs support room.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and further improve the quality of education for pupils the headteacher, staff and governors should: -

- (1). Improve teachers' planning so that it meets the learning needs of pupils more accurately by:
 - ensuring that assessment information is accurate and used effectively to inform planning;
 - ensuring that lesson planning focuses on what pupils of differing ability already know and are expected to learn next;
 - ensuring that planning meets the learning needs of pupils through more practical, activity-based lessons.(Paragraphs: 1, 21, 23, 80, 111, 127)
- (2). Ensure marking of pupils' work helps them to understand what they need to do to improve by:
 - using a consistent approach to marking as identified in the school's marking policy;
 - ensuring marking identifies areas for improvement related to each specific subject;
 - ensuring marking is followed up to ensure improvements in pupils' work have been secured.(Paragraphs: 19, 20, 49, 94, 104, 111, 127, 153)
- (3). Improve the management of pupils so that they are involved in improving their behaviour and are clear about the impact of their actions on others by:
 - ensuring all staff are consistent in their expectations of behaviour;
 - ensuring that pupils are involved in discussing and setting realistic expectations for their behaviour;
 - setting aside a specified time for pupils to discuss behaviour and its impact on themselves and others.(Paragraphs: 19, 20, 39, 54, 95, 104, 111)
- (4). Improve standards in design and technology, religious education, music and geography by:
 - improving assessment and marking in these subjects;
 - ensuring skills are developed progressively;
 - improving teachers' planning to ensure it clearly states what pupils are expected to learn and planned work matches their differing learning needs more closely.(Paragraphs: 3, 5, 6, 120, 127, 142, 143, 153, 154)
- (5). Improve attendance, as the level of unauthorised absence is high, by continuing to develop the strategies already in place.
(Paragraph: 53)

In addition the governing body may wish to include the following in its action plan:

- improve the school's use of the multicultural learning opportunities presented by the culturally diverse nature of its pupils in order to create a richer school community;
(Paragraph: 41)
- ensure collective worship is a daily whole school activity involving the school community; (Paragraphs: 28, 38, 86)
- develop the use of ICT so that it is well used to support all subjects.

(Paragraphs: 112, 123, 127, 143, 154)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	18	26	3	0	0
Percentage	0	10	34	50	6	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	170
Number of full-time pupils known to be eligible for free school meals	18	127

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	8	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.0
National comparative data	5.4

School data	2.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	13	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	10	11	11
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	81 (90)	85 (90)	85 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	10	11	11
	Total	21	22	24
Percentage of pupils at NC level 2 or above	School	81 (90)	85 (90)	92 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	15	18
Percentage of pupils at NC level 4 or above	School	57 (67)	71 (56)	86 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	14	17	19

Percentage of pupils at NC level 4 or above	School	67 (67)	81 (78)	90 (78)
	National	73 (72)	74 (74)	82 (82)

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

Separate scores for girls and boys are not supplied for Key Stage 2 as the small number of each in this cohort could lead to the possibility of individual recognition.

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	85	3	0
White – Irish	2	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	14	0	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	31	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	19.1
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	267

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.1
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	821,879
Total expenditure	747,486
Expenditure per pupil	4,019
Balance brought forward from previous year	40,096
Balance carried forward to next year	114,489

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	4	4	0
My child is making good progress in school.	59	31	2	2	6
Behaviour in the school is good.	44	39	15	0	2
My child gets the right amount of work to do at home.	48	39	9	2	2
The teaching is good.	70	26	2	0	2
I am kept well informed about how my child is getting on.	61	26	7	4	2
I would feel comfortable about approaching the school with questions or a problem.	74	19	0	0	7
The school expects my child to work hard and achieve his or her best.	65	33	0	2	0
The school works closely with parents.	56	28	6	4	7
The school is well led and managed.	57	31	0	0	11
The school is helping my child become mature and responsible.	48	44	4	0	4
The school provides an interesting range of activities outside lessons.	48	35	2	7	7

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

79. Children enter the Nursery in the year in which they are four and most children stay until they enter the Reception class in the academic year in which they are five. At the time of the inspection there were 22 children attending the Nursery full time and five who were part time. There were 22 children in the Reception class. Although children achieve well whilst they are in the Nursery, their attainment on entry to the Reception class is below average.
80. The quality of teaching is consistently good and occasionally very good in the Nursery class across the areas of learning. This is because of the stimulating learning environment created, the well-planned and organised teaching to cover the areas of learning in a relevant and interesting manner and the sensitive approach of staff to meet the diverse learning needs of the children in their care. As a result of this, children settle quickly, enjoy the activities on offer, demonstrate high levels of independence and make good gains in their learning. Provision for all groups of children is good and based on clear assessment procedures, which are used effectively to identify their specific needs. In the Reception class the teaching varies between good and satisfactory, but is satisfactory overall. There are two teachers, both working part time, who share responsibility for the class. The good aspects of the teaching are the organisation and planning of lessons, which ensure all the areas of learning are appropriately covered, relationships between staff and children, which give the children confidence to experiment and investigate, and effective questioning to develop knowledge and skills. However, not enough attention is given to the differing learning needs of the children so they do not always make the progress in their learning of which they are capable, the learning support assistant is not always well enough briefed to ensure she makes a full contribution to children's learning and not all activities are challenging enough to promote effective learning. Children with English as an additional language receive satisfactory support from the specialist teacher who clarifies their understanding and helps to develop their vocabulary through, for example, the use of stories.
81. The Foundation Stage co-ordinator, who teaches in the Nursery, has been in post only a short time and has worked very hard to improve provision and planning, which is now detailed and appropriate. Assessment of children's learning is carefully structured and well planned to ensure staff have a clear idea of children's attainment against the stepping stones leading to the early learning goals. She needs to ensure her own good practice is fully disseminated across the Foundation Stage.
82. By the end of the Reception year the attainment of the children overall is below average in communication, language and literacy, mathematics and knowledge and understanding of the world and average in creative, physical and personal, social and emotional development. Children, including those with special educational needs and those with English as an additional language, achieve satisfactorily across most areas of learning given their below average attainment on entry. They do not achieve as well as they should in the design and technology aspect of knowledge and understanding of the world.

Personal, social and emotional development

83. Most children enter the Nursery happily at the start of the session and settle very quickly to the activities on offer. They part from parents willingly and very few show concern at being away from them. As they go through the Nursery they show increasing independence in selecting and carrying out their activities, many showing good levels of involvement and concentration. They behave well and are helpful and friendly towards each other. For example, one child noticed another sitting by herself and looking sad so she took her by the hand and guided her round the room until she found something that interested her. They tidy up well at the end of activities showing good levels of involvement and a clear understanding of their role in this. However, they tend to play alongside each other rather than collaborating in activities. The children in the Reception class are clear about the expectation for their behaviour, but sometimes find it difficult to sit quietly and they call out which disrupts whole class discussions. In most activities they retain their interest and involvement; however, if activities lack challenge they lose interest and engage in aimless activity. There are good relationships between children who get along well with each other. Staff are caring and thoughtful of children's needs and encourage the children to be helpful and supportive of each other. Teachers ensure that children know that their values and beliefs will be treated with respect. Children manage their own personal hygiene and dress and undress with a good level of independence.

Communication, language and literacy

84. When children start in the Nursery there are wide variations in their social and literacy skills; some have a limited vocabulary whilst others communicate satisfactorily using short phrases. They develop these skills well in the Nursery. Most enjoy listening to stories and sharing books with an adult. They are happy to talk about books they have read such as 'The Hungry Caterpillar' and attempt to retell the story in their own words. They enjoy looking at books and turn the pages appropriately. Most recognise their own name and pick up their name cards to show they are in school. In the Reception class, children continue to develop their listening skills and most listen well to the teacher but tend to chat a lot. They know a good number of initial sounds, recognise their names and have learned some of the conventions of writing such as 'a sentence starts with a capital letter' and 'we need spaces between words'. Most write under the teacher's writing and form the letters correctly. A few higher attaining children select the words for their sentences from a word bank and then copy them into their books. In their group reading, higher attaining children make sound use of initial sounds in words to help with their reading. They have a small number of words they recognise and can read simple sentences they have written. Lower attaining children know how to turn the pages of their books and talk about the pictures.

Mathematical development

85. Children in the Nursery have interesting activities to develop their counting and mathematical skills. For example, they guess the number of bugs in a box by shaking it and then count them out to see if they were correct. Many can count accurately to ten. They learn the names of shapes such as 'circle' and 'triangle' and some can draw them accurately. They use terms such as 'small', 'tall', 'heavy' and 'light' when comparing objects. In the Reception class most children can count to ten and higher attaining children work on simple addition and subtraction with small numbers. They name a variety of two-dimensional shapes and count the number of sides and corners they have. Lower attaining children count to ten, and have some idea of 'one more'. They do similar tasks to the rest of the class but there are more errors in their

completed work and in some lessons the tasks set are too difficult for them. Children learn to use terms such as 'empty' and 'full' when using the sand and water for exploratory play.

Knowledge and understanding of the world

86. The Nursery children learn well about the world around them through a range of visits and visitors such as their visits to Richmond Park and London Zoo and visitors such as the dentist and a puppet show. They explore the outside environment to find a variety of creatures and closely observe snails, slugs and centipedes in order to learn about their characteristics. For example, they learn that snails' eyes are on the end of their feelers. Most are developing sound computer skills such as control of the mouse, use of the toolbar and accessing the Mr Men website. They design and make hats using a variety of joining techniques and know how to make a sandwich. In the Reception class they grow and measure their own beans observing the changes that take place over several weeks. Their computer skills improve steadily and they use the mouse, toolbar and keyboard competently to complete tasks, but some still lack confidence to work independently. There is no evidence that they have used programmable toys to support their learning. Although they use materials to make spiders and a mouse that moves up and down a clock, the work is very similar and there is limited evidence of children's own designs for these or any provision for them to use their own ideas. They develop their understanding of objects which float and sink and begin to make simple hypotheses, for example 'it sank because it got soggy'. Children in the Reception class have collective worship within the class and do not benefit from the opportunity to be involved in worship as part of a whole school community.

Physical development

87. In the Nursery the children learn to name the different parts of their bodies. Many dress themselves appropriately for outdoor play and put on Wellington boots. They use the toilet without help from an adult. They run and jump spontaneously and climb on the outdoor apparatus with appropriate balance and skill. They throw bean bags into a hoop with a sound level of accuracy. Children in the Reception class have good control over their bodies and use them well to go over, under and through the climbing apparatus. In lessons, they roll balls and hoops with a sound level of accuracy and practise to improve their skills. They are developing sound control over their bodies and are learning to respond to instructions. Children enjoy being physically active and use their bodies confidently. They show good control of small movements when using pencils and scissors.

Creative development

88. Children in the Nursery enjoy a wide range of creative activities that develops their imagination and gives them opportunities to experiment with a variety of materials. For example, they use small world toys, role play in the Nursery home corner, experiment with the techniques of marbling, colour mixing and roller printing and cut, stick and glue to make their own objects. They have good opportunities to enjoy music making through, for example, playing percussion instruments to accompany a story. Children in the Reception class use scissors and glue to cut out their 'Hickory, Dickory Dock' clocks. They learn to mix paints to make new colours. They draw and paint the animals they saw at the zoo and draw pictures of their 'mums' which show a good attention to detail. In music they play a selection of musical instruments and explore their different sounds. They recognise and make loud and quiet sounds. They are building up a repertoire of known songs and rhymes.

ENGLISH

89. Standards achieved by pupils in Year 2 in the national tests for reading and writing in 2002 are well below the national average, but average when compared to those attained by schools of a similar background. Results for pupils in Year 6 show a similar picture. Results in the national tests for 2003 are likely to be similar. Improvement since the last inspection has been satisfactory. There are significant factors that contribute to the low standards. On entry to the school, children have very low standards of literacy. In addition, a significant number of pupils have special educational needs in the area of literacy and in their behaviour and attitudes to work. However, the consistently good quality of teaching seen in lessons is beginning to have a positive impact on pupils' achievement, and there are clear indications of an improvement in standards in writing. In addition, the scheme adopted to support pupils' reading skills is showing that there is a good improvement in standards of reading.
90. Throughout the school there are a small number of pupils who have unsatisfactory attitudes to learning. These pupils find it difficult to settle to work and consequently they do not participate in activities as well as their classmates. This limits what they can achieve in lessons. Where pupils with special educational needs receive good additional support in targeted sessions, this helps them develop their literacy skills well. For example, statemented pupils frequently have one-to-one support to enable them to understand and fully participate in lessons and pupils with behavioural problems have learning mentors to ensure their poor behaviour does not disrupt their own learning or that of other pupils.
91. Standards in speaking and listening are close to the average by the end of Year 6. There are a significant number of pupils with English as an additional language throughout the school, and the large majority have a level of fluency that is similar to their English classmates. Teachers ask good questions so that pupils are encouraged to extend their answers and give reasons. In a very good lesson, the device of conducting an interview gave pupils the opportunity to ask questions that required more than a yes or no answer. In many lessons, the pupils discuss their ideas with a partner, or with the adult who is helping them, so that they have the chance to formulate and develop their ideas well before sharing them with the class. The majority of pupils listen well to the teacher and each other, and are helped to concentrate by the topics they study which capture their interest. Pupils of higher ability in Years 5 and 6 extend their vocabulary and ability to express their ideas very well in their daily extension group. For example, they discuss more complex topics, such as the meaning of the nonsense words in the Lewis Carroll poem of 'The Jabberwocky'.
92. By the end of Year 2, standards in reading are well below average. A third of pupils are reading within the expected levels, and a few are reading at a higher level, but there are too many pupils who are still in the early stages of developing their reading skills. There is a reading scheme that allows pupils to choose from a selection of books at an appropriate level, and parents and carers have received information on the scheme. However, although pupils express an interest in books, too few are being heard to read regularly at home, which would enable them to make better progress. In lessons, pupils are interested in the books they study and understand the main points. In a Year 2 lesson, pupils are able to research information on their chosen animal and make notes. They know how an information book is organised. In the current Year 6 there is a wide range of reading abilities, but a significant number of pupils are not reading at a high enough level. However, they understand what they are reading and can discuss the plot and predict the outcome. They use the school library and some use the public library to

do further research on topics, such as the current history topic on the Beatles. They use the Internet and CD-Roms to research topics in other subjects. The majority respond well to questions on language and meaning, such as in a Year 4 lesson where they look at 'The Teacher's Prayer', and identify successfully what characterises it as a poem and a prayer. There are good opportunities in the daily reading session for pupils to develop skills of reading and understanding in small groups with adult support.

93. Standards in writing in Year 2 are improving, but are not yet high enough. Pupils learn well to write in a range of styles, such as stories about familiar book characters, letters, poetry and rhyme and instructions. However, the main weakness in their writing is that they are not given enough practice in spelling, so that even common words are frequently spelt incorrectly. In addition, their handwriting is not consistently well formed and readable, and the presentation of work is unsatisfactory. Sometimes lower attaining pupils do not achieve well enough because they are expected to work on the same tasks as their classmates, when a more simplified task would help them achieve better. The same can be said for pupils in Years 3 to 6. There is clear evidence in books that pupils are introduced to a good range of styles of writing, but they do not receive sufficient help or encouragement to produce work of a high enough quality, with accurate spelling and good presentation. There is good evidence that pupils understand work on the structure of language and can use this to improve their writing. This was true of a lesson in Year 4, where pupils learnt well how to convert a request into a statement, because of the very good teaching with a careful build up of skills. In this lesson, there was very good attention to providing adapted material which made it possible for those of lower ability to succeed.
94. The quality of teaching in lessons is good overall, with some very good teaching in the upper part of the school. Topics chosen gain pupils' interest because of their humour, for example the Cinderella Rap being taught in Year 6, or for their relevance to pupils' experiences, such as 'The Teacher's Prayer' in Year 4. Most teaching is conducted at a brisk pace so as to keep pupils involved and attentive, and this strategy helps those pupils who find it difficult to concentrate. Teachers have a good understanding of the National Literacy Strategy and organise their lessons well so that there is a careful build up of knowledge. The introductory session provides a good opportunity for teachers to review what pupils have learnt in previous lessons, and care is taken to consolidate this learning before moving on to the next stage, so that learning is good. In the best lessons, teachers model and demonstrate well what they expect the pupils to produce, and give pupils time to practise using whiteboards to draft their work. However, work in books shows that teachers are not applying the marking policy well enough. Throughout the school there is unsatisfactory attention to providing guidance to pupils on ways to improve their work through, for example, setting targets. Older pupils in particular are not encouraged to present their work neatly, nor are they given the chance to edit and redraft their writing. Where pupils use computers to wordprocess their work, they demonstrate a good level of expertise and show that they can set out and present work well, with a good awareness of the reader. For example, Year 5 pupils rewrite and wordprocess a familiar Dick King-Smith story, selecting headings and fonts, and importing visuals to add impact to their work.
95. Two factors have an impact on standards. Teachers in all classes have to deal with the challenging behaviour of a significant minority of pupils. They apply the school behaviour policy consistently, but at times, the time taken to settle these pupils slows the pace of lessons and disrupts the learning of the majority. One of the factors in this is that pupils are not expected to take responsibility for modifying their behaviour. This also shows in the lack of emphasis on pupils taking pride in how their work is presented and having responsibility for improving it. The other factor is that teachers do not adapt

work well enough for all pupils. Where additional support is given to special educational needs pupils, this helps them achieve well. Pupils in the early stages of acquiring English achieve satisfactorily.

96. The co-ordinator provides sound leadership and management. She has conducted a thorough review of the subject to identify areas that need developing. There has been a programme of monitoring of teaching and learning; the strengths and weaknesses have been well identified and feedback to teachers has been good. The new scheme for reading has been successfully introduced and the library is well stocked with books. Following maternity absence there is now a need for the co-ordinator to ensure that the policies are being followed rigorously and to address the lack of differentiation for lower ability pupils. The additional support for pupils of higher ability in Years 5 and 6 is having a good impact.

MATHEMATICS

97. The standard of attainment in mathematics at the end of Year 6 in the 2002 national tests was well below average when compared with national standards, but average when compared to schools in similar circumstances. There was a similar pattern in the 2002 national assessments for pupils in Year 2. Attainment in mathematics in 2002 was the same as at the time of the last inspection and therefore progress is satisfactory. Attainment of girls in mathematics in Year 2 and Year 6 was significantly lower than the boys in the school and when compared to 2002 national criteria.
98. One of the reasons for the low level of attainment of both boys and girls is the high numbers of pupils with special educational needs in each age group. Current Year 6 mathematics work indicates that attainment is similar to last year but with a few pupils attaining at the higher Level 5 and this is a good improvement on the previous year when no pupils attained at this higher level. Inspection evidence from lesson observations, talking to pupils and a review of work indicates that pupils in Year 2 will attain similar standards to last year. Pupil achievement is satisfactory overall given their well below average attainment on entry.
99. Pupils with special educational needs or who have English as an additional language make satisfactory progress in mathematics. When the work is specially planned to meet their needs they make good progress. Learning support assistants give sound, and often good, support but sometimes they are interrupted in their work by having to deal with low levels of disruption from a few pupils in each class and this slows down the pace of learning and the quality of questioning necessary to be fully effective.
100. The National Numeracy Strategy has been adequately implemented. Planning is more consistent with an appropriate progression to the development of the subject through the school. The planning framework ensures a consistency of approach and work suitably matched to the pupils' age and ability. This, with a greater emphasis on mental and oral mathematics, directs whole class teaching and a planned daily mathematics lesson is contributing to the steady level of improvement. The school has introduced an extension group for pupils in Years 5 and 6 and this means that higher attaining pupils are appropriately challenged and work at a faster pace. 'Mathematical Investigation' weeks are planned across the school each term and these provide an opportunity for pupils to apply taught skills in different situations, making a valuable contribution to learning.
101. By the end of Year 2, pupils have been introduced to mathematical vocabulary through a range of activities and direct teaching, which promotes their knowledge of patterns,

number and shape. However, many pupils struggle to use appropriate mathematical language to explain their own methods of calculation. Teachers do not model and demonstrate the use of mathematical language explicitly enough in their own teaching to assist pupils' understanding. In their mental mathematics they show a sound understanding, rather than a quick recall, of number bonds to 20. Most understand the relationship between addition and subtraction as an inverse operation. Many understand the value of digits in two-digit numbers, sequence numbers to 100, can calculate using simple addition and subtraction and use this knowledge to solve simple problems with money, length, weight, capacity and time. Higher attaining pupils have undertaken multiplication and division and recognise and use simple fractions such as half and quarter.

102. Pupils in Year 6 build on and extend their mathematical skills and knowledge. In mental work they are able to use a calculator correctly to check answers using decimal notation to one or two places. Analysis of work for the more able pupils in the extension group shows that pupils are able to use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1,000. They can also calculate using standard methods to two decimal places and use this knowledge to solve problems with money, length, volume and weight. They can also calculate fractions and percentages of quantities. There was less evidence of work in shape and space to make a reliable judgement.
103. Overall pupils' attitude to mathematics was satisfactory. However, in most lessons, the disruptive behaviour of a few pupils adversely affected the pace of learning. The majority of pupils, nevertheless, were fully engaged in their work. In one Year 6 lesson, three pupils arrived late and this disrupted the flow of the teaching, spoiling the level of concentration for others. Pupils responded in oral and mental mathematics too slowly; their recall of answers was too pedestrian. The work seen in pupils' books was satisfactory; pupils completed tasks accurately and the layout of calculations was clear.
104. The teaching of mathematics is satisfactory overall. There was no unsatisfactory teaching observed. The subject knowledge of teachers is secure and they consistently apply the teaching strategies recommended in the National Numeracy Strategy. The pace of teaching is often slowed by teachers having to deal with the few pupils in each class that are unsettled. Sometimes pace is affected when pupils have not listened or when there is insufficient challenge to the work, especially for the more able. Most teachers are ensuring that mathematical tasks are matched to the range of pupil ability in their class. Marking is consistently and regularly applied, but mainly to indicate right or wrong and rarely includes more helpful guidance to show pupils how they can improve, neither does marking refer to individual targets. Only in one lesson observed was the setting of homework used to improve standards and this is an area for improvement and consistency.
105. Assessment arrangements in mathematics are sound. Information obtained from national tests, optional tests in Years 3, 4 and 5 and records of achievements matched to the key objectives of the National Numeracy Strategy, identifies trends and incidents of underachievement. Level prediction targets are set for individual pupils using this information. Group targets are in place and used by teachers to monitor progress. Satisfactory records of ongoing assessments of pupils' progress are being recorded consistently in teachers' record books.
106. Leadership and management of mathematics are satisfactory. The development plan for mathematics is mainly focused on monitoring teaching and learning, and in the

analysis of test data. The governor with an interest in this subject is part of this process and has made a valuable contribution to the development of mathematics. Resources for mathematics are good and match the requirements of the National Numeracy Strategy; adequate levels of equipment are based in every classroom. The use of the termly investigation week should be extended to be a more regular feature of the mathematics programme. Data handling is linked to the curriculum for ICT. However, mathematics is not sufficiently used in a cross-curricular way to enrich the learning experience for the pupils.

SCIENCE

107. Standards are well below average by the end of Years 2 and 6 and pupils are achieving satisfactorily given their well below average attainment on entry. There has been an improvement in standards over the past three years by the end of Year 6. Raising pupils' attainment and standards of teaching are a focus this year and the school has worked hard to implement a range of measures. There was insufficient information about science in the last inspection report so that it is not possible to make a judgement on improvement since then.
108. By the end of Year 2, most pupils communicate their findings in drawings, worksheets and tables. They find it difficult to adequately express their results in writing because of limited language skills. For example, more able pupils complete an exercise diary recording the exercise they undertake but, for a significant number of pupils, writing is not well presented and records are sometimes unfinished. Most pupils recognise and identify a range of creatures and are aware that humans need sleep and exercise. They are aware that different materials have different properties and identify how these materials are used around the school. Through prediction and observation pupils are aware that on heating and cooling some changes are irreversible like bread and popcorn and others are reversible such as water and wax. Pupils say they enjoy science lessons but presentation is well below expectations.
109. By the end of Year 6, pupils investigate the effect that different drinks have on teeth and record their observations in a table. Most pupils understand that the heart pumps blood around the body and show in drawings how muscles work to move the arm. They make an observational drawing of how a plant is pollinated and use correct words to name the various parts. They are aware that animals adapt to their environment and learn about the stages of human life. Most are aware of the process of night and day and the phases of the moon. Pupils understand that different methods can be used to separate materials, including evaporation and filtration. They examine what can be found in soil and the properties of different rocks. However, Year 6 pupils' skills in scientific enquiry are well below expectations. Pupils demonstrate a poor understanding of the principles of a fair test. They have not developed a well-structured, logical approach to investigations, failing to consistently form a hypothesis, making predictions as to the outcome and neglecting to accurately record the conclusions. Many have limited powers of concentration and are easily distracted as they investigate the properties of light. In addition, poor literacy skills result in most pupils in Year 6 being unable to express their scientific knowledge confidently, either orally or in writing.
110. Although standards remain well below average, pupils are making satisfactory progress against their starting points. Standards are adversely affected by the limited language skills of a significant number of pupils, the large number of pupils with special educational needs, and the number of pupils who move into the school other than at the beginning of Year 3. However, these pupils receive satisfactory support for their behavioural or specific learning needs and make progress similar to their peers.

As they go through the school pupils make steady gains in their knowledge and understanding of life processes and living things, materials and their properties and physical processes. The development of the skills of scientific enquiry, however, is erratic. Consequently, by the time they reach Year 6, pupils are unable to plan and carry out investigations to a satisfactory level.

111. The quality of teaching, from lesson observations, teachers' planning and a review of pupils' workbooks, is satisfactory overall. Most teachers have sound subject knowledge but often demonstrate lessons rather than encouraging active learning through prediction, observation and recording. Teacher expectations are often not high enough. Lesson plans do not always clearly indicate what pupils are expected to learn and do, or provide appropriate activities for pupils of different abilities. In addition, learning is sometimes limited because planned learning objectives do not always have an appropriate focus on the specific skills and knowledge to be developed, based on the National Curriculum programme of study. For example, in a Year 2 lesson where the objective was to understand that some differences between themselves and others could be measured, pupils made more progress in their mathematical understanding than in their scientific skills. There is often a lack of planned opportunities for pupils to develop their investigative skills by planning experiments, asking questions, using equipment and predicting outcomes because teaching methods are not as effective as they could be. There needs to be a better balance between teacher explanation and pupil investigation. An investigation writing frame could be used to develop the consistent application and recording of these skills. There are sound opportunities to introduce and reinforce scientific vocabulary during lessons with topic related spelling lists on display in classrooms. Marking does not sufficiently inform pupils of areas for improvement and is frequently over generous, praising work when unmerited. Questioning is mainly sound but does not always challenge pupils sufficiently and teachers usually ask only those pupils who put up their hands, which means not all are involved. The pace of lessons is not always brisk enough and activities are over directed so that pupils lose interest and concentration. There is an inconsistent approach in the management of pupils which means some lessons are disrupted and pupils' progress is not as good as it should be. Most teachers establish good relationships and treat pupils with respect. Resources are used soundly to stimulate pupils' interest although support assistants are not always used effectively during lesson introductions. Science makes a limited contribution to developing literacy and there are missed opportunities to develop speaking and listening skills.
112. Leadership and management of the subject are good. The subject manager is knowledgeable, enthusiastic and committed and has prioritised areas for development, for example planning. He has implemented clear planning procedures firmly based on national guidelines but these have only recently been put in place and not yet had time to raise standards. He has compiled a portfolio of work matched against National Curriculum levels, to provide useful guidance to teachers in their assessments. However, assessment procedures are at an early stage of development and the school is aware that assessment is not yet being used effectively to plan work appropriate to individual needs. The quality of teaching is regularly monitored and teachers' planning and pupils' work is frequently examined. A termly report on standards clearly identifies strengths and weakness and is presented to the governors. There is a satisfactory range of resources to support teaching and some use is made of ICT to support pupils' learning. Good use is made of the school grounds and gardens to support science teaching with pupils planting seeds and plants and caring for rabbits and chickens which helps pupils understand life processes and living things. Effective visits to support science activities are made

within the local area with trips to Richmond Park, Barnes Environmental Centre and the Science Museum. Visitors, such as a birdman with hawks and a travelling farm, further enhance the subject and add interest for pupils.

ART AND DESIGN

113. Standards in art and design are as expected nationally by the end of Years 2 and 6. However, pupils are now achieving well because teaching is good, the subject well managed and standards are set to rise. Pupils with special educational needs make similar progress to other pupils, as do pupils with English as an additional language. Standards in art and design were not reported on in the last inspection.
114. Evidence is taken from lessons seen and work collected in the art portfolio. A number of pupils have been identified as being gifted and talented in art, and these pupils attend a special art club that is held in the summer, which gives them the chance to develop their talents.
115. By the end of Year 2, pupils have had the opportunity to work with a variety of media. The work they produce shows that they enjoy the lessons and work creatively with a good sense of colour. In Year 1, the painted portraits pupils produce show that they have developed well their skills of observation. Features are correctly placed and they do well to reproduce hairstyles and, in one case, to add freckles. Year 2 work shows how well pupils can mix and match pastel crayons to reflect the shades of green in leaves and plants gathered from nature. There are particularly effective examples of pupils having observed textiles so as to weave with strips of fabric to produce colourful, textured work.
116. Pupils continue to develop their skills well by the end of Year 6. There is good evidence of pupils building up their knowledge through, for example, observing masks from different cultural backgrounds, closely observing and sketching them and designing and making their own versions. This good attention to developing skills can be illustrated by a good lesson in Year 5. Pupils were inspired by a painting of everyday objects representing early twentieth century inventions to arrange and draw their own composition of late twentieth century artefacts provided by the teacher. Many produce work that is bold and interpretive.
117. Satisfactory opportunities are given for pupils to work with three-dimensional material. Younger pupils use clay to make pinch pots and older pupils coil clay to form containers 'for a wish'. An art week is planned for the summer term when a local sculptor will work with pupils in every class. Pupils throughout the school have the opportunity to use paint programs on the computer, such as Year 4 pupils interpreting the work of Seurat and Year 5 pupils researching the work of contemporary artists on the Internet.
118. Teaching is mainly good and indicates that most teachers have responded positively to the development of the curriculum and the new resources and materials that have been purchased. There is good evidence that pupils are getting first-hand experience through observing the paintings and products of others so as to guide their own work. Time is given for pupils to react and express opinions and to evaluate their own and others' work. In the lessons seen there was a good focus on developing skills and sketchbooks are being used satisfactorily for pupils to practise and to design.
119. Leadership and management in the subject is good. The co-ordinator, who is relatively new, has developed the subject well. She has led the development of teaching through

in-service sessions and adding to the resources and materials. She has produced an effective new policy and scheme of work that place an emphasis on art and design work reflecting cultural diversity. The portfolio of work provides a very good record of work done and the standards achieved by pupils.

DESIGN AND TECHNOLOGY

120. Standards attained by the end of Year 2 and Year 6 are below expectations and pupil achievement is unsatisfactory. Pupils are not challenged enough to fully develop their design and technology skills and progression has not been clearly built into planning. However, the school has worked hard in the last year to improve provision. Evidence for the report is based on a review of pupils' work, work displayed around the school, discussions with staff and lessons in Years 1 and 6. Standards in design and technology were not reported on in the last inspection.
121. Pupils in Year 1 make simple drawings of playground equipment, they know what they are making and make simple statements such as 'I am making a slide and it has to stand up'. They use scissors and masking tape competently to make their playground equipment. However, some pupils find it difficult to make the link between their drawings and what they finally decide to make. By Year 2, pupils learn about the workings of simple winding mechanisms. In their work on food technology they learn about aspects of food hygiene and when making fruit salad they know how to write a list of instructions. There is limited evidence in the work seen that they have generated their own ideas, selected their own tools and techniques or evaluated any of their work. Pupils in Year 4 begin to use accurate measurements when designing their products. Although they begin to evaluate their work, they or the teacher are unclear about what this means because they mainly state what has been completed rather than look at where they can modify their work to make improvements. Pupils in Year 6 use resources effectively to make a basic chassis for a vehicle. They are able to use a motor and pulley to make their vehicle move. However, in terms of taking users' views into account, producing step-by-step plans, and reflecting on their designs as they develop, they have made limited progress.
122. Only two lessons were seen during the inspection but this, along with a review of pupils' work, indicates that since January pupils have been involved in a range of design and make activities, which have generally led to satisfactory outcomes. In the Year 1 lesson, pupils enjoyed their activities and were fully engaged in the making of their products. However, the teacher did not challenge them sufficiently to extend their ideas or improve their work. In the Year 6 lesson the teacher's good use of resources and effective questioning enabled most of the pupils to construct a basic vehicle and use a pulley and motor to enable it to move. This enabled the pupils to make good gains in this lesson. Pupils with special educational needs were slower to complete the task but persevered well to accomplish it.
123. The co-ordination of this subject is satisfactory. The co-ordinator is new but has already ensured that a scheme of work is in place and design and technology is taught on a regular basis in all classes. She is improving her own expertise through attending an accredited course. Resources are adequate but are not well organised to facilitate easy access or provide an appropriate range for specific units of work. There is no evidence that ICT is used to support this area of the curriculum.

GEOGRAPHY

124. Standards in geography by the end of Year 2 and Year 6 are below that expected nationally. Most pupils, including those identified as having special educational needs and English as an additional language, do not achieve as well as they should because geography has had a low priority in the school. Most pupils do not make sufficient progress in the development of skills and knowledge as they move through the school and this is a weakness. There is no significant difference in the performance of boys and girls or of cultural background. All pupils are fully involved and included in all activities. No comment was made about geography in the last inspection report so it is not possible to make a judgement on progress since then. However, from samples of work and talking to pupils it is evident that standards are not as high as they should be.
125. Year 2 pupils are beginning to develop a basic understanding of their neighbourhood. Most pupils know where they live and describe the area. Some can identify human and physical features but they have limited understanding of geographical terms. Their recording skills are weak and there is limited work in pupils' workbooks. They have some knowledge of human and physical features of places beyond their own locality and can make simple comparisons between contrasting environments. They talk about and draw simple plans of the area and their route to school.
126. In Year 6, pupils have limited knowledge of how people can cause damage and improvement to the environment and the effect on people living there. Most can locate places in the world in an atlas or on a map but their understanding of different scales and using co-ordinates is below expectations. They have not had enough experience of using large scale maps or aerial photographs and drawing maps of their own. They are aware that places in different parts of the world experience different weather patterns but their understanding of different lifestyles in other parts of the world compared with their own area of London is narrow. Their knowledge of London and of places and features of the British Isles and Europe are below expectations. The range of work covered in the mountain topic is very limited and fails to fully develop pupils' knowledge and understanding of mountainous areas.
127. It is not possible to make an overall judgement on the quality of teaching as only one lesson was seen during the inspection. However, from looking at pupils' workbooks, teachers' planning and talking to pupils, it is evident that there have been weaknesses in teaching in the past. Lesson plans do not always clearly indicate what pupils are expected to do and learn and do not always take sufficient account of pupils' different learning needs and challenge, as all pupils undertake the same task. Work is not always dated and there is evidence of unfinished work. Teachers' marking does not give sufficient guidance as to how pupils can improve their work, which hampers the progress pupils make. The analysis of pupils' work shows that they have limited experience of map work and there is insufficient focus on research skills. Study units are not covered in sufficient depth and teacher expectations are not always as high as they should be. There is little evidence of the development of skills, such as extracting information from pictures, photographs, information books or computer sources, other than in Year 6. The use of ICT to support pupils' learning is unsatisfactory. Although, pupils' limited literacy skills hinder their progress, there are insufficient opportunities for pupils to develop their writing skills. The subject makes a limited contribution to the development of numeracy skills.
128. The role of the subject manager is developing. She currently provides sound leadership and management, support and guidance for colleagues although has insufficient time to fully undertake responsibilities. The plan of work, showing topics to be undertaken each term, uses national guidance but has only very recently been put in place and has not yet completed a full cycle. The subject alternates with history on a half-termly basis

and shares the same workbook but does not clearly separate geography and history work. The subject manager undertakes monitoring of half-termly planning and has observed a few lessons to identify strengths and weaknesses across the school. This is an area for further development along with regular detailed checks on pupils' work ensuring that the planned curriculum is being delivered with sufficient rigour and depth. Assessment procedures are not clear enough or consistent across the school and there is a lack of reference to the National Curriculum levels. A collection of work samples is being developed, annotated with National Curriculum levels, and this provides teachers with a better understanding of what pupils should be achieving. A termly report on standards helps identify strengths and weaknesses and areas of development across the school. The range of resources to support teaching is satisfactory overall but the co-ordinator has identified the need for new atlases and large-scale maps. Sound use is made of visits within the local area. A geography week last year, when each class researched a different country, along with some effective displays in classrooms and corridors helps to raise the subject profile.

HISTORY

129. Standards in history by the end of Year 2 and Year 6 are as expected nationally. Pupils are now making good progress in lessons because teaching is mainly good and the good range of artefacts and a programme of visits related to different topics stimulate pupils' interest.
130. Younger pupils in Years 1 and 2 develop a sense of time through studying Victorian artefacts and comparing these with those of today. They look at and draw toys from the past and compare these with those they play with today. Pupils in Year 2 learn about the lives of Florence Nightingale and Mary Seacole, and this enables them to practise their literacy skills to sequence the events in their lives. In a good lesson in Year 2, pupils show how well they have learnt about the Great Fire of London. This has obviously captured their interest, as they recall well how people escaped by 'scrambling into boats' or 'climbing on roofs'. They listen well and show a reasonable understanding of an extract from Samuel Pepys diary. This helps them to write a report on the Great Fire, as if writing a diary. Higher attaining pupils show a very good understanding, reporting that 'the people were running for fear' and 'they decided to blow up the buildings, the houses were so close together'.
131. Older pupils learn well because teachers make the subject meaningful through the use of resources and relevant tasks. For example, in Year 4, the teacher set the atmosphere for a lesson on rationing with 1940's jazz music and a basket of food illustrating the quantities allocated. A well-organised discussion session allowed pupils to share what they learned from a visit with a focus on the Second World War. They bring their knowledge of their own cultural background to the topic. One pupil knew that sugar came from Jamaica, and that 'the ships might get bombed' on their way to England. Pupils use the knowledge they have acquired about a healthy diet to plan a menu for the week. Very good teaching in Year 5 helped pupils develop their understanding of primary and secondary sources of evidence. The level of discussion and the good opportunities for pupils to handle artefacts and classify them ensured very good learning. Pupils with special educational needs make sound gains in their learning because the teachers ensure the subject is taught in an interesting manner, which engages them and motivates them to learn.
132. Teaching overall is good. Lessons follow a good structure, allowing plenty of time for discussing and clarifying ideas. Knowledge is carefully built up over several weeks, so that pupils get to understand the historical topics well. There are good opportunities for

pupils to practise their literacy skills. Visits help to make the subject more meaningful; for example, pupils in Year 5 observe and sketch the Victorian houses in a local street. Where pupils with special educational needs and those in the early stages of acquiring English receive support, they achieve well. This is also the case where teachers are careful to adapt material to meet their needs. In the one unsatisfactory lesson, pupils lost interest in the topic, despite a range of relevant resources. Evidence in books shows that they have already studied this in considerable depth, and pupils with poor attention skills are no longer engaged. This leads to unsatisfactory behaviour that the teacher is unable to manage satisfactorily.

133. Leadership and management are good. The co-ordinator has managed the change to using a curriculum based on national guidance well and added to the range of resources to support the topics. She has sought guidance from the local 'Beacon' school to improve her expertise. There is sound evidence that the emphasis on skills development, which was identified as a priority, is having a positive impact on teaching and learning. There are good opportunities for older pupils to use computers for research purposes. There remains a need to review the present scheme of work to ensure that there is good continuity and progress, as there is some evidence that pupils spend over-long on specific topics. This is particularly the case where they spend two half terms on one topic, interrupted by a geography topic. This would allow greater time for ensuring a fuller breadth of the curriculum is studied.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. There has been a significant improvement in the provision for ICT since the last inspection when provision was considered limited due to the fact that the school was awaiting its phase of funding from the local education authority. The suite of networked computers with Internet access and a range of programs appropriate for different age groups have contributed to the growing development in this subject. The suite is timetabled for all classes to have two lessons per week, which is making a good contribution to improvement. Pupils throughout the school are already achieving well and standards are in line with levels expected for their age by the end of Year 2 and Year 6.
135. Pupils are learning to use an appropriate range of programs to support their learning. They are confident in logging onto the network system, loading the required program and retrieving saved work. In Year 1, pupils gain confidence in using computers, using the mouse to navigate around the screen and the keyboard to write and enter information. Pupils in Year 2 use their wordprocessing skills to write a thank you letter to a local clergyman following a visit to the local church. Most pupils download an illustration from a CD-Rom and transfer it to their own document. A review of pupils' work shows that pupils find things out by gathering information from a variety of sources such as CD-Rom, databases and the Internet.
136. By the end of Year 6, attainment is similar to national expectations but the work in Year 5 and the quality of some of the work in wall displays shows that learning is good and that standards are rising. Due to lack of experience with database work because of software shortages, Year 6 pupils work at this aspect of ICT at a lower level than expected for their age. They produce a file of information by creating records for a database in connection with their geography study on the Caribbean. However, other aspects of work for this age group are, in the main, in line with national expectations. In one very good lesson in Year 5 pupils created slide shows using PowerPoint. They competently used a range of skills to develop and refine their ideas by organising and assembling text, images and sound. Every slide show used animation in its

presentation and many able pupils put timings on each slide for it to work automatically. In Year 3 pupils use e-mail; some know the address and password and are spellbound by their e-mail from Ben in the USA who shows them images from the Rocky Mountains reinforcing the pupils' knowledge of rocks and rock formation in science. E-mail is an area of ICT which is not being consistently used throughout the school. The range of work on display shows pupils are given access to a broad range of activities, such as drawing and presentation programs including the use of a digital camera. Control technology is at the moment underdeveloped with it being limited to the use of programmable toys and a newly acquired data logger.

137. Pupils with special educational needs and with English as an additional language make sound progress and their levels of attainment are not significantly different from the other pupils, especially when a learning support assistant supports them. The program Starspell is used daily with a targeted group of pupils to support their learning of spellings and these pupils make good progress.
138. Most pupils enjoy working in the computer suite and show positive attitudes. Throughout the school they are able to work co-operatively with a partner, but a significant minority in most classes is unwilling to share or take their turn. Too often teachers have to prioritise their time, dealing with low level disruptions when they would be more profitably employed assisting pupils with their learning.
139. The quality of the teaching is always satisfactory and at times good. Teachers have good subject knowledge; many are now more confident since they have received national opportunity-funded training in ICT. Their expertise is evident in lessons through the guidance given to pupils and the familiarity with the programs. Very good links are made with other subjects and this was evident from the many quality displays around the school. Lessons are well planned and show progression. Clear learning objectives build on previous learning and experience. Time is generally well managed but the plenary is often rushed and more time needs to be spent reinforcing the learning and developing ideas. Support assistants provide good support for pupils but not all classes benefit from this support and this is an inconsistency in provision.
140. The subject co-ordinator provides good leadership and has ensured that there is good progression in the scheme of work. Assessment of pupils' progress is made against the objectives of each unit of work and this is then levelled using National Curriculum criteria. Each pupil has an assessment portfolio of work and this is used to monitor progress and coverage. The resource provision for ICT overall is satisfactory with the computer suite providing a good learning environment, but some of the stand-alone computers in classrooms have limited use due to their age. More chairs in the computer suite are required for larger groups of pupils as there are insufficient.

MUSIC

141. Standards in music are below expectations at the end of Year 2 and Year 6. The achievement of all groups of pupils is unsatisfactory. Although a scheme of work is in place and staff have undertaken training in order to improve their expertise, music is not celebrated across the school. Pupils do not sing, play musical instruments or learn about the music used in their collective worship and there are very few additional musical activities to stimulate pupils' interest or develop their skills. The only additional music provided is by a guitar teacher who takes small groups of pupils in Year 4 and Year 5. There is no other peripatetic music in the school. Three lessons were seen during the inspection and a singing assembly and collective worship were observed.

Additionally, interviews were held with the music co-ordinator in order to come to judgements about music provision.

142. There was not enough teaching observed in order to make an overall judgement on teaching. However, all of the lessons seen during the inspection were satisfactory and teachers made sound use of the published scheme of work to provide a structure to the lessons and promote satisfactory learning by the pupils. Pupils in Year 2 listened to two distinctive pieces of music and compared and contrasted them. For example, they explained that one was very fast and scary whilst the other was like a lullaby. The teacher used a satisfactory range of skills to promote learning but did not challenge or extend the pupils to further their knowledge and understanding. In the Year 4 lesson, pupils were involved in putting a percussion accompaniment to a list of their favourite foods. They selected their own instruments and most practised to improve their performance. However, a small number preferred to play around with the instruments. The lesson was disrupted by the inattentiveness of some pupils, which distracted the class from some of the main teaching points of the lesson. In the Year 6 lesson, pupils were using simple notation. They learned to maintain a steady beat while other pupils created the rhythm. In this lesson, the teacher's clear explanations clarified pupils' understanding of the difference between beat and rhythm. In addition to the class teaching of music there is a weekly singing assembly, which provides sound opportunities for pupils to enjoy singing. However, there is little real attempt to improve the quality of their singing through encouraging them to sing with clear diction or control of pitch.
143. Co-ordination of the subject is developing satisfactorily. The music co-ordinator has introduced a published scheme of work together with a pack of short-term plans in order to support each class teacher. She has also observed lessons recently and considers that teachers are more confident in teaching music now that they have a greater level of support. There is very little assessment of pupils' work in order to identify those needing additional support or those who are more able. The school has organised some visitors in order to give the pupils musical experiences, for example a string quartet. There is a choir in the autumn term and pupils in the choir sing in the local church. Resources are satisfactory overall and include a selection of multicultural instruments, but these are not fully used to celebrate the cultural diversity of the pupils in the school. Resources are not well organised to ensure ease of access for staff or pupils. Human resources, such as competent staff who play musical instruments, are not being used effectively to develop music across the school, particularly in whole school situations. There is no evidence that ICT is used to support the teaching of music.

PHYSICAL EDUCATION

144. Standards in physical education are in line with expectations at the end of Year 2 and Year 6. As physical education was not mentioned in the last inspection report, it is not possible to make a judgement as to the levels of improvement in this subject. During this inspection, few lessons were timetabled. Lesson observations were limited, therefore, to three lessons, of which two were taught by a local education authority Sports Officer, making judgements about the quality of teaching difficult. Discussions with the subject leader, looking at subject planning and the range of activities on offer have provided the main evidence base for judgements.
145. The programme for physical education is loosely based around national guidance and therefore ensures adequate coverage. It was noted that the Year 2 programme did not cover a games focus. Although the amount of time dedicated to this subject is

acceptable, it is difficult to see how one lesson per week is enough to develop the required skills and promote good levels of physical exercise and wellbeing.

146. All lessons observed during the inspection were games lessons. In a Year 1 lesson pupils made satisfactory progress with hand and eye co-ordination in hitting balls with small bats. The teacher used good demonstration techniques and opportunities were given to the pupils to reflect and refine skills. The Years 3 and 4 lessons were taught by a Wandsworth Sports Officer who instructed them in the rudiments of the game of netball. It was the third lesson in a series of three. On these occasions there was too little time given to physical exercise, as the pupils had to listen to instruction on the positioning of players for too long. The playing of one large netball game does not give the pupils opportunity to use and practise their skills. They needed to be organised into smaller teams in smaller game situations to allow for greater pupil participation. Not enough time was devoted to warm-up and cool-down activities and for pupils to be made aware of the effect of physical exercise on their bodies. Teachers ensured that all pupils were fully included.
147. Pupils showed enthusiasm and worked hard in the games lessons and their attitudes were positive. The standard of pupils' skills and their ability to apply them in a game was only just adequate. The pupils do not have enough opportunities to practise and rehearse their learning. Pupils in all year groups learn to swim and most learn to swim at least 25 metres.
148. Physical education is led by a well-qualified and enthusiastic co-ordinator who has only been in the post for a year. She has made a very promising start to the leadership and management of this subject and has been successful in raising the profile of sports in the school by holding special events to raise money for sports equipment and by providing training opportunities for staff to become more confident with the use of existing equipment, and developing ball skills, swimming and hockey. The subject is monitored through looking at teachers' plans and through some teaching observations. The range of extra-curricular sports clubs is now an impressive list and offers netball, cricket, gymnastics and football. The co-ordinator has plans to extend the range in the near future. Fulham Football Club and the Surrey County Cricket Club are involved in supporting the extra-curricular provision. Also planned for the near future, is the opportunity for staff to work with the physical education department from Southfield Community College to develop a clearer understanding of the subject.
149. Resources for physical education are good, the school has extensive fields and playground areas and the hall space is of a good size. Equipment for gymnastics and games skills is adequate in amount, but the range and quantity of balls is insufficient.

RELIGIOUS EDUCATION

150. At the end of Year 2 and Year 6 standards are below the expectations of the locally agreed syllabus. All groups of pupils, including those identified as having special educational needs and those who have English as an additional language, do not make sufficient gains in their knowledge and understanding. There is no significant difference between standards achieved by pupils of different gender or ethnicity. Although lessons are soundly planned they are not always taught with sufficient depth and rigour or on a sufficiently regular basis. There is not enough recorded work across the school and evidence from pupils' books clearly shows that some teachers' expectations are not always high enough. During the past two years the school has placed a heavy emphasis on raising standards in English, mathematics and science, which has meant religious education has not had a high priority until this year. No mention was made of

religious education in the most recent inspection report so that it is not possible to make a judgement on progress.

151. In Year 2, many pupils have limited literacy skills and this hinders their capability to make written records. However, from discussions it is clear that they know more than they write. From a visit to a local church, pupils know and name some of the furniture such as 'altar', 'crucifix' and 'pews'. They learn about places of worship from other faiths and make comparisons. They know there are special religious books such as the Bible and Qu'ran. They are aware of special festivals such as Christmas and Divali and make Diva lamps. They know about stories from the Bible such as 'The Prodigal Son' and the 'Feeding of the Five Thousand' as well as stories from other religions such as 'Rama and Sita'. They are aware that the cross is a special symbol to Christians and that Christmas and Easter are special events.
152. In Year 6, pupils' knowledge and understanding is below expectations. Pupils' workbooks show limited coverage of topics and these do not reflect the termly planning although they know more than they have recorded. They are aware that religious writings are common to the major religions but are unsure of their names and to which religion they belong. Their awareness of the symbols, artefacts and festivals associated with different faiths and some of the different ways that groups express their beliefs is not high enough. Although they have visited a local church, few can describe the inside and the significance of the furniture found such as the altar, pulpit and font. Most are unsure of the names of religious buildings of other faiths. Most have some awareness of Christian ceremonies such as baptism, marriage and funerals. They know that Christmas is a special time for Christians and have used a computer program to research and compare festivals of other religions.
153. The quality of teaching in lessons seen and from looking at pupils' books is satisfactory overall. However, there are weaknesses and inconsistencies in teachers' expectations and the rigour and depth in which lessons are taught between classes. Teachers' knowledge and understanding is variable and this has an effect on the quality of teaching and learning. Lesson plans do not always clearly indicate what pupils are expected to learn and do and activities are not always appropriate. All pupils usually undertake the same tasks, which make little allowance for different levels of ability. Written work is often untidy and not always completed. Teachers usually clearly share the purpose of the lesson with pupils so that they know what they will be learning. Lessons proceed at a steady pace but are often disrupted by a few pupils calling out which affects concentration. Questioning is often directed to those who put their hands up rather than to individuals so not all pupils are involved. There are missed opportunities for pupils to undertake focused conversations to develop speaking and listening skills and promote their personal and social development. Teachers make good use of pupils' knowledge in explaining practices, traditions and festivals of their own religions. Teachers usually acknowledge pupils' work, but marking provides little guidance for pupils on how they can improve. Pupils use the same workbooks for personal and social education lessons and there is no demarcation between them which means there is a lack of continuity between written work. The subject makes a satisfactory contribution to literacy skills although there is a lack of imaginative use such as writing as reporters or dramatisation of stories. Teachers ensure that all pupils are fully included in all activities.
154. The subject manager has only recently taken over responsibility for the subject and is caretaking the subject pending a permanent appointment. He provides satisfactory leadership and management and support to colleagues. There is a yearly overview showing topics to be taught based on the locally agreed syllabus but this has only very

recently been put in place and has yet to be fully implemented across the school. Teaching has been observed in all classes and has identified a range of strengths and weaknesses. Assessment procedures are not yet established although the locally agreed syllabus gives sound guidance for developing this. A portfolio of work is being developed to help with assessment. Visits have been made to the local Christian churches but links with places of worship of other religions is not well developed. There is a satisfactory range of resources to support teaching and others are borrowed from the local resource centre when required. These are soundly organised and readily available in a central storeroom. The use of ICT for research and drafting work is underdeveloped. Good displays of artefacts and pictures in classrooms and in corridors raise awareness of the subject for pupils.