

INSPECTION REPORT

BONNEVILLE PRIMARY SCHOOL

Clapham, London

LEA area: Lambeth

Unique reference number: 131247

Headteacher: Mrs. C. Edwards

Reporting inspector: Jean Morley
25470

Dates of inspection: 2 - 5 December 2002

Inspection number: 252702
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 – 11 years
Gender of pupils:	Mixed
School address:	Bonneville Gardens Clapham Lambeth London
Postcode:	SW4 9LB
Telephone number:	020 8673 1183
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Coulbeck
Date of previous inspection:	11 – 14 October 1999

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Team members			Subject responsibilities	Aspect responsibilities
25470	Jean Morley	Registered inspector	English	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
8990	David Tytler	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?
18083	Judith Howell	Team inspector	Mathematics Geography History	How good are the curricular and other opportunities offered to pupils?
32161	Gill Harrison	Team inspector	The Foundation Stage Music Physical education	
23402	Birendra Singh	Team inspector	Educational inclusion Science Design and technology Religious education	How well are pupils taught?
2686	Brian Oppenheim	Team inspector	Special educational needs Information & communication technology Art and design	
2731	Penny Holden	Team inspector	English as an Additional Language.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bonneville Primary School caters for 186 boys and 174 girls aged from three to 11. This is a 30 per cent increase since 1999 and is testament to the school's growing popularity. While few pupils leave, this increase has meant that significant numbers have joined the school other than at the usual time of doing so: 28 did so last year. Pupils form a rich ethnic mix: 31 per cent are white British, 25 per cent are black Caribbean, and smaller percentages are black African, from the Indian sub-continent, from other countries in Europe and from China. There are 25 refugee children and six from traveller families. The school serves all the temporary hostel accommodation adjacent to Clapham Common. The Ethnic Minority Achievement Grant supports 69 per cent of pupils and English is an additional language for 38 per cent: these proportions are high. So too is the proportion of pupils eligible for free school meals: 52 per cent. Twenty-six per cent of pupils have special educational needs: above the national average. Three in every ten of these receive additional help from professionals outside school and the rest are supported by the school's own staff. Seven pupils have statements of special educational need. The school is involved in a number of national and local initiatives including Excellence in Cities, Lambeth Education Business Partnership, New Opportunities Fund Study Support Grant, Grounds for Growing, National Lottery Foundation for Sports and the Arts, Healthy Schools Partnership and Lambeth Education Raising Standards Project. Attainment on entry to the school is below average and has improved recently.

HOW GOOD THE SCHOOL IS

This is a very good school. It has many strengths but two in particular stand out. Firstly, pupils' personal development is excellent: they develop as mature, considerate, self-confident, articulate and responsible young people with a deeply ingrained work ethic and a real belief that they can, and will, succeed. This underpins everything that the school does. Secondly, the way that the school is led and managed by the headteacher and key staff is exemplary. This leadership team comprises a diverse, dynamic, innovative and visionary group of professionals who work tirelessly to take the school forward on all fronts. They are supported fully by all other teachers and adults. Staff and pupils respect and value each other: this is a truly inclusive school. Standards in English, mathematics and science are above those of similar schools and are improving at a very rapid pace. Teaching is very good because teachers inspire, motivate and instil confidence; this makes learning exciting and truly worthwhile. Bonneville is now at the stage of having much to offer other schools: its successes are too valuable for them not to be shared. The school offers very good value for money.

What the school does well

- In Year 6, standards in English, mathematics and science exceed those in similar schools. Throughout the school standards in music are well above expectations. Those in art and design, design and technology and religious education are above expectations, as are standards in physical education for the oldest pupils.
- The school is exceptionally well led and managed by the headteacher and key staff.
- Teaching is very good because teachers motivate pupils, engage them and give them self-belief. As a result, pupils make very good progress.
- The way in which pupils are helped to develop as responsible young people is outstanding.
- Pupils' love of learning is evident for all to see: they are active participants in all they do.
- All pupils enjoy the same exemplary level of care and opportunities to a very good education.
- Parents hold the school in very high regard.

What could be improved

There are no issues for the school to address beyond those for which it already has well-formulated plans. Of these the two most significant are:

- to increase the proportion of pupils who, in English, mathematics and science, achieve the higher levels of attainment;
- to make information and communication technology and opportunities for pupils to write at greater length higher priorities across the full curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1999. It was found to be making rapid progress but also to have a number of important weaknesses. The previous inspection report found that the school had to:

- raise attainment in English, mathematics, science, information and communication technology and religious education;
- improving provision for children under five, those with special educational needs and those for whom English was an additional language;
- make better use of teaching staff, of support staff and of assessment data.

It has dealt with all of these issues, many of them comprehensively. Improvements in standards have been impressive. In the three years since 1999, the proportion of pupils achieving the national standard in Year 6 has risen by an average of 25.3 per cent across English, mathematics and science. Over the same period the local education authority (LEA) increase and the national increase have been 7.0 per cent and 5.3 per cent respectively. Provision for pupils' personal development and attitudes to work have improved from satisfactory to excellent. Teaching was satisfactory and is now very good. The leadership and management of the school, the curriculum, the level of care on offer and the behaviour of pupils have all improved substantially. Overall improvement has been excellent. Commitment to continued progress is shared by all at the school.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	D	E	B
Mathematics	E	E	C	A
Science	E	E	D	B

Key

well above average A

above average B

average C

below average D

well below average E

Over the past three years standards have improved at a rate that far outstrips that of other schools. The school is making rapid progress towards its declared aim of achieving well above average results, in all three subjects, when it is compared with similar schools. To this end, it sets challenging targets both for the expected level, Level 4, and the higher level, Level 5. Its progress is above the national trend. In 2002, Year 2 pupils achieved standards in reading, writing and mathematics that were well below that of all schools. When compared with similar schools standards were above average in reading and writing and in line in mathematics. Teachers' assessment placed standards in science below the national average but above that of similar schools.

Not all children reach the expected standard at the end of their time in the nursery and Reception classes but this reflects what is, for many, a low starting point. However all pupils throughout the school make very good progress, including those who speak English as an additional language, those with special educational needs and those who are gifted or talented. All are treated as individuals and the school works hard to find and foster the strengths of each pupil.

There is a particular strength in music in the school and standards are well above national expectations. In addition, standards are above expectations in art and design, design and technology and in religious education in all year groups and in physical education by Year 6. Improvements have been secured in information and communication technology but standards still fall a little short of those expected. Pupils are not yet good enough at writing at length. Attainment in all other subjects matches expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have a real love of learning.
Behaviour, in and out of classrooms	Very good. Pupils are proud of their high standards of behaviour.
Personal development and relationships	Outstanding. Pupils have a maturity that belies their young age. They enjoy harmonious and respectful relationships with each other and with all adults.
Attendance	Satisfactory. Most pupils arrive punctually.

TEACHING AND LEARNING

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

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

The quality of teaching is very good throughout the school: the large majority is good or better and none is less than satisfactory. The skills of literacy and numeracy are taught well in English and mathematics lessons. There are significant strengths in the quality of teaching. All teachers have the ability to excite, inspire and motivate children, and their contribution to pupils' personal development is outstanding. The result is pupils who delight in learning and who value the many opportunities to learn. The work of the support staff is of a high quality and makes a significant contribution to the achievement of all pupils, particularly those with special educational needs and those for whom English is an additional language.

The progress of all pupils is very good. They put maximum effort into their work, and are often reluctant to stop when the end of a lesson arrives. They concentrate for long periods of time and show initiative, independence and imagination. Their work rate is high and their commitment to work is equally good whether or not they are under the direct supervision of their teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The key strength of the curriculum is its breadth. The school has successfully pursued high academic standards, but not at the expense of a rich and varied curriculum. Music and art and design are strengths of the school.
Provision for pupils with special educational needs	Very good. The co-ordinator oversees high quality provision, which has a significant impact on pupils' progress.
Provision for pupils with English as an additional language	Very good. Pupils make very good progress because of the quality of support available, both in lessons and in small-group work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school has outstanding provision for pupils' personal development and all its elements.
How well the school cares for its pupils	Outstanding. A high level of care enables all pupils to take advantage of the learning opportunities available to them.

Parents think highly of the school and work closely with it for the benefit of its pupils. They offer practical help in and around the school and FAB (Friends' Association of Bonneville) raise much needed and valued funds. In its turn, the school provides parents with excellent information about what it is doing and what is being taught. Parents are kept extremely well informed about how their child is getting on. There is a genuine partnership between home and school and parents support the school well by, for example, encouraging their child to complete homework and to read regularly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher leads with vision. Her commitment, both to the professional development of the staff and to the promotion of a broad curriculum, is a key strength. She has a finger firmly on the pulse of the school. She and her key staff have diverse ideas and talents but work in harmony and with abundant energy for the good of the school as a family.
How well the governors fulfil their responsibilities	The governors' contribution to the school is very good. Most have a realistic view of how well the school is doing and have been influential in its present success, not least through the appointment of its headteacher.
The school's evaluation of its performance	The headteacher has a totally realistic view of the performance of the school: she rejoices in its successes but constantly looks for further improvement. There is absolutely no sign of complacency.
The strategic use of resources	Resources are used very well. The school is adept at applying the principles of best value to its work.

Teachers are skilled practitioners. Staff who support them in classrooms have a very positive impact on the way pupils learn and the progress they make. The accommodation is good, although Reception children do not have easy and regular access to an outside play area. Resources are always adequate and in many curricular areas are good.

What pleases parents most	What parents would like to see improved
<p>Ninety per cent or more of respondents felt:</p> <ul style="list-style-type: none"> • their child likes school, makes good progress, receives an appropriate amount of homework, is expected to work hard and is helped to become mature and responsible; • teaching, leadership and management are good and pupils are expected to behave well; • the school is approachable, works closely with parents and gives them good information about how their child is getting on. 	<p>Parents had no significant concerns.</p>

Inspectors wholeheartedly endorse all the positive views of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children when they enter the school is a changing picture. In the recent past it was well below average, and the legacy of this still remains in classes for the older pupils. As the number of pupils on roll has risen by one-third since 1999, this has brought with it a gradual improvement in attainment on entry. Currently it is below average although this broad generalisation disguises a very wide range of competence, particularly in communication, language and literacy. English is an additional language for many children and a significant proportion of these are at the early stages of learning. A high proportion of pupils have special educational needs. Understandably, some of these children do not meet the Early Learning Goals by the time they leave the Reception class. All others do, however, and progress for all children is very good.
2. In the 2002 Year 6 national tests, pupils attained average standards in mathematics, below average standards in science and standards in English that were well below average. When compared with schools in which a similarly high proportion of pupils was eligible for free school meals, then comparisons were much more favourable: well above average in mathematics and above average in English and in science. Moreover, the school faces additional challenges in terms of the large proportion of pupils for whom English is an additional language, and the relatively high proportion who join the school other than at the usual time of doing so; it deals with these really well. When the impact of these features is considered, the attainment of Year 6 pupils is more pleasing still.
3. Improvement since the last inspection is outstanding. This is exemplified by the data in the table below, which show this improvement as the percentage increase (1999-2002) of Bonneville pupils who achieved the expected level, Level 4, in the national tests at the end of Year 6. For the purposes of comparison, the LEA and national percentage increases are also given.

Percentage increase in attainment at Level 4 or above, 1999 - 2002

	Bonneville	Lambeth LEA	National
English	23	6	5
Mathematics	30	5	4
Science	23	10	9
AVERAGE	25.3	7.0	5.3

4. Inspection findings show that in some instances standards have improved further still in the six months since the 2002 national tests were taken. Standards in Year 6 now reach the expected levels in mathematics, in science and in the reading and speaking elements of English. Standards in listening are very good but those in writing still fall short of national expectations. The school has worked hard and successfully to improve standards in writing. More regular 'modelling' of writing by teachers, and a more formalised plan for using the full curriculum for the development of writing skills are areas where room for improvement remains. Greater use of the technical language involved in mathematics and in science are also areas for development. All feature in the school development plan.
5. In the 2002 Year 2 national tests, pupils achieved standards that were well below average in all three tested areas: reading, writing and mathematics. Similar school comparisons are much more favourable: above average in reading and writing and in line with expectations in mathematics.
6. Inspectors find that since the Year 2 results of 2002, standards have continued to rise. While current attainment in English remains below average, reading standards are satisfactory and, although standards in writing and in mathematics are below expectations, this is to a lesser extent than indicated by the test results. These improving standards are a reflection of the change in the

school's intake as well as of the hard work of teachers, support staff and pupils. Standards in science also remain below expectations but are improving.

7. Pupils reach standards in music that are well above expectations in Years 2 and 6. Attainment in art and design, design and technology and religious education is above expectations throughout the school as is attainment in physical education by the end of Year 6. In all other subjects standards meet those expected.

8. Pupils make very good progress throughout the school. The motivation of pupils, their desire to learn, their wish to be challenged, and their interest in what their teachers tell them mean that they are particularly receptive learners. This is the result of the vision, commitment and skill of the headteacher and staff.

9. Pupils with special educational needs and those for whom English is an additional language make very good progress because they are taught effectively. Teaching is particularly well matched to their needs and the help they get from specialist staff and learning support assistants is targeted carefully to the requirements set out in their individual education plans. A strong aspect of pupils' achievements is the very good progress they make in developing their phonic skills to enhance their reading.

Pupils' attitudes, values and personal development

10. Pupils have exemplary attitudes to school. They want to learn, and understand why it is important to work hard and achieve their best. Their behaviour in classrooms, in assemblies, around the school and while on educational visits is very good. These attributes, combined with the excellent relationships that exist throughout the school, result in the outstanding personal development of all pupils that underpins all areas of the school's work. Parents value this aspect of the school highly, describing the school as a very harmonious community where the pupils are polite and well mannered and where the more able help the less able. All of this represents a significant improvement since the last inspection.

11. Teachers make good use of the pupils' enthusiasm for school to create a positive and purposeful learning environment. In a good Year 3 mathematics lesson, pupils responded well to the challenging teaching and happily explained how they had arrived at their answers. In an outstanding Reception class music lesson, children were beginning to understand not only that music could change mood, but also how they could change the music to change the mood.

12. Pupils with special educational needs and those for whom English is an additional language are equally keen to do well and are motivated by the work they are asked to do. They have a clear understanding of their targets for improvement, which they take seriously. Their behaviour is nearly always very good. This is because teachers are very good at managing discipline and give a great deal of praise and positive encouragement. As a result, pupils have high levels of self-esteem and belief in themselves.

13. Pupils behave very well in lessons and, as a result, teachers can concentrate on teaching, whilst pupils can concentrate on learning. Their behaviour is equally impressive at other times of the school day. For example, for an entire wet lunchtime, the usual high standards of behaviour and positive attitudes were maintained throughout the school. During the last 12 months, two boys and two girls were excluded, once each.

14. Pupils also have a clear understanding of how their actions can affect others and they amend their behaviour accordingly. In a good Year 3 personal, social, health and citizenship education lesson, pupils considered carefully the different outcomes that would result from a variety of possible decisions. No examples of oppressive behaviour, including bullying, sexism and racism, were seen during the inspection.

15. In lessons and assemblies pupils listen to each other respectfully, understanding that others are entitled to hold beliefs different from their own. During the inspection pupils discussed

the Islamic month of Ramadan and the festival of Eid, which marks its end. An excellent example of this was seen in a Year 4 religious education lesson on the Christmas story and its place in Christian beliefs, when pupils also considered Islamic customs.

16. Pupils make the most of the many opportunities provided for them to show initiative and take personal responsibility. In an outstanding Year 4 drama lesson, all pupils grew in confidence. In a very good Foundation Stage lesson, children were able to make their own choices. In an equally good Year 5 history lesson, pupils were keen to take the hot seat when probing the difference and similarities in the lives of a Victorian and modern day child. They treated each other with great consideration.

17. The high quality and warm relationships seen throughout the school between pupils and adults, and between pupils are built on mutual trust and respect. Teachers use these relationships positively to encourage pupils to think for themselves, to become actively involved in their learning and to consider some quite difficult issues. In a good Year 3 personal, social, health and citizenship education lesson pupils were enabled to understand that it was often difficult to make the right choices. An outstanding Year 6 lesson on sex and relationships made an important contribution to pupils' personal development and understanding of how to face up to the many choices and dilemmas they will face in future life.

18. Attendance is in line with the national average, although unauthorised absence is well above the national figure. Whilst some pupils arrive late to school, punctuality has improved since the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Eight out of 10 lessons observed were good or better, a third were very good or better, a number were excellent and none were unsatisfactory. Good, very good and excellent teaching was observed in all year groups.

20. The quality of teaching is very good: better than a straightforward aggregation of individual lesson observations would suggest. This is because, over time, teaching has such a powerful impact not only on what pupils learn but also on their whole approach to learning. Pupils want to learn. They know they will be successful, both because their teachers enable them all to experience success, and because they value their education. The buzz of activity in the school and the positive slant on everything it does is contagious. The pupils certainly 'catch it'.

21. The teaching of pupils under five is very good overall and represents a significant improvement since the last inspection when it was judged to be satisfactory. The school provides a very good start for children in the nursery and Reception classes. With such good teaching children make very good progress. The contribution of music and of personal and social education have a considerable impact on children's development.

22. In Years 1 to 6 there are many examples of very good and excellent lessons and the whole ethos of the school is conducive to learning. There are many strengths in the quality of teaching. Teachers use a variety of very effective teaching methods. Very good lesson planning is evident in most lessons. Teachers show good subject knowledge in the ways they explain key learning points, assess work and provide feedback, support and challenge to pupils. They manage pupils very well: with affection, care, good guidance and high expectations of behaviour. Pupils are encouraged to think about how they behave and to take responsibility for their behaviour. Most children respond really positively to such an approach and show maturity in the way they conduct themselves both inside and outside lessons. In excellent and very good lessons there is clear evidence of teachers' thorough planning based on a secure knowledge of what pupils already know, understand and can do. Teachers explain to pupils what it is they want them to learn and this is referred to frequently during the lesson. Most lessons have very good pace and resources are used very well. Support teachers provide very good teaching and there is clear evidence that they

are involved in planning. The assessment of pupils' progress is very good and support staff play an important part in keeping teachers informed about the finer detail of pupils' achievements. This enables teachers to pitch their lessons appropriately.

23. An outstanding lesson on sex education and relationships in Year 6, pupils confronted difficult issues head on and responded sensibly and thoughtfully. In an excellent physical education lesson children worked together as 'critical friends', helping to improve each other's performance. In an equally good English lesson in Year 5, the teacher demonstrated very confident teaching: fast paced, challenging and with an outstanding emphasis on ensuring that pupils understood how well they were doing. In art with Year 5 pupils, the teacher built on children's prior learning, informed by her assessment of their previous lesson's work. She used her very good subject knowledge to motivate children and teach an excellent lesson, setting demanding tasks with high expectations. Pupils worked very hard and made rapid progress. Evidence of excellent planning was also seen in a very effective science lesson in Year 6 in which the teacher used her thorough planning and very good subject knowledge to inspire and motivate pupils she had known only for a week. A very good Year 6 mathematics lesson, in which all pupils learnt well, was underpinned by the teacher's good knowledge and understanding, very good relationships, a brisk pace and a good match of work to prior attainment. Scrutiny of pupils' books confirms that, throughout the school, teaching of this quality is the norm.

24. Children are encouraged continually to apply themselves to tasks and are helped in the process by teachers providing immediate feedback and moving them forward. There is emphasis on thinking and supporting each other when working in a group. This process encourages independence.

25. The school makes very good use of its excellent links with parents to support homework. Learning extends well beyond the classroom: it encompasses children's whole experience in the school and continues at home.

26. The teaching of pupils with English as an additional language is very good and pupils make very good progress. The same is true of pupils with special educational needs, including those who are gifted and talented. The teaching of traveller children is good. Class teachers and support teachers work very well together to achieve this success.

27. The special educational needs teachers have a very good understanding of pupils' needs. Work is planned so that it challenges pupils but, at the same time, gives them realistic targets for achievement. Working out of the classroom when appropriate, the special educational needs teachers provide well targeted help to small groups of pupils. For example, two Reception class pupils, who were taught together away from the class, had limited concentration spans. However, the teacher had carefully planned work that provided a range of short activities to keep them engaged. As a result, the impact on their learning was good. Four Year 5 pupils worked very successfully on developing their spelling and by the end of the lesson had made good progress. The quality of pupils' individual education plans is very good: they clearly identify the targets for pupils to aim for and give good, practical advice about the strategies for teaching. In all lessons, teachers plan work at different levels of difficulty to suit different pupils in the class and make specific mention of those pupils with special educational needs and those who are the most able. This means that all are catered for well in most subjects. As a result, they work hard and learn and achieve well.

28. This school has created a culture of success in the classroom where pupils thrive and their learning is nurtured. They are able to think aloud without fear of ridicule or feeling under undue pressure. In such a climate pupils' acquisition of skills, knowledge and understanding is very good. Children are very productive in lessons and put in an excellent effort. Their knowledge of their own learning is very good and in most lessons they show an excellent level of interest, concentration and independence. The school has made excellent improvement in teaching since the last inspection when it was judged to be satisfactory.

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

29. The quality and range of the curriculum are good with some very good features. It includes all subjects of the National Curriculum, together with religious education and meets all statutory requirements. The school is committed to providing a broad curriculum, which is expressed clearly through the mission statement and school brochure. New initiatives are embraced with enthusiasm. Appropriate policies and schemes of work are in place for all subjects and each receives an appropriate amount of teaching time. The school has successfully addressed weaknesses identified in the last inspection so that the curriculum is now well balanced and provides a wide range of opportunities for all pupils. A key issue in the school's previous inspection was to provide for the coverage of the control and modelling aspects of the information and communication technology curriculum. The school has made some progress but there is more to be achieved. The Literacy and Numeracy Strategies have been implemented effectively and have had a positive impact on the standards achieved in English and mathematics.

30. The provision for personal, social, health and citizenship education is exemplary and underpins all the school does. It permeates all areas of the curriculum. Weekly personal, social and health education lessons are timetabled and provide valuable opportunities for pupils to discuss and debate social and moral issues. Health, sex and drugs education are generally taught through topic related themes and through the science curriculum. These areas are extended in Years 5 and 6 to include changes to the human body and the harmful effects of tobacco, alcohol and other drugs. In Year 6, these lessons are taken by the co-ordinator responsible for this particular aspect of the curriculum. The lesson seen was extremely well led and handled with skill, sensitivity and openness that allowed pupils to explore a wide range of issues, underlying the whole school commitment to developing pupils' self awareness. There are also occasions when discrete personal, social and health issues are targeted towards specific groups of pupils with the support of outside expertise, such as the school nurse and the community police officer. The school has participated in a wide range of health education initiatives that make a very good contribution to pupils' learning. The whole-school effort has been recognised in being accredited with a 'Healthy Schools Award' by Lambeth, Southwark and Lewisham council. This is a truly inclusive school and provides all its pupils with equal access to an excellent educational experience.

31. The quality and range of learning opportunities for children in the Foundation Stage are good. The curriculum provided takes full account of the recommended areas of learning. A strong emphasis is placed on providing first-hand experiences of quality. There is very good provision for personal, social and emotional development. This is a strength in the Foundation Stage which prepares children well for entry into Year 1.

32. Since the last inspection the school has made good progress in developing its special educational needs provision. It has tackled the issues identified in the last inspection well. The curriculum provides very good opportunities for pupils with special educational needs to benefit from all the school offers. In most lessons teachers have planned work that supports pupils of all abilities, helps them progress and develops their skills well. Pupils are taken out of class to receive extra help if they have special needs. This means that they miss parts of other lessons but the school is careful to ensure that they are not disadvantaged. For example, if pupils are taken out of a literacy lesson the special educational needs teachers will follow the same format but match the work to the needs of the particular pupils. In some year groups, the time that pupils are taken out of lessons is changed so that they do not miss the same lesson every week.

33. Provision for gifted and talented pupils is good and there are very convincing plans to develop this further. The school has identified gifted and talented pupils of all ages and arranges a variety of exciting activities to challenge and involve them. It uses the additional money it receives for gifted and talented pupils to pay for materials such as new reading books. It also pays for one-off events such as the artist who ran felt-making workshops. These offer pupils unique opportunities to take part in activities, techniques and materials they would not normally experience in school. Some children have worked with professional musicians singing songs in a recording

studio and making a compact disc of exceptional quality. The school has also paid for music 'taster' lessons. These allow pupils with musical ability an excellent opportunity to experience playing violin or brass instruments to see if they would like to learn to play. There are plans to expand this with a design and technology project to make 'sound sculptures'.

34. The school provides a satisfactory range of extra-curricular activities. This is an improvement since the last inspection when, apart from football and chess clubs, there were none. Pupils are now able to participate in clubs during the lunch hour and after school where boys and girls can join a gardening club, participate in music activities, sing in the choir, use computers, play chess and board games and take part in an art club. Pupils are also able to participate in football and netball activities and in local sporting events. Recently, the girls' football team achieved success by coming second in the annual Lambeth Football Tournament and the boys' football team came third. The school has identified extra-curricular provision as a major area for development from January 2003 and has many innovative ideas for the future.

35. A very good variety of visits enrich the curriculum. These include trips to Bethnal Green Museum of Childhood, Victoria and Albert Museum, London Zoo, Young Vic and the National Art Gallery. Older pupils take part in a residential visit to Bewerley Park for Outdoor Education in North Yorkshire. Visitors to school have included police officers, drama and music performers and people from Brixton Art gallery who provided an art workshop to celebrate Black History Month. Music-making is a high priority and, as the Lambeth Music Service now hold their Saturday music school at Bonneville, many pupils are benefiting from this opportunity to develop their musical talents with those from other schools. Bonneville also has a highly regarded choir and it has made a charity CD with pop musicians.

36. There are very good links with the wider community that make a positive contribution to pupils' experience and learning. Contacts with the immediate area include a joint Summer Fair with the residents of Abbeville Road and the support given to the school by the businesses there. Good use is also made of the local area to support subjects such as geography and history: this includes a Victorian walk. The school has become involved in a Lottery funded group called 'Grounds for Growing', and was awarded £3,000 to develop the planting in the infant playground. It was also successful in the London Children's Flower Society gardening competition when it won the gold award for the 'Secret Garden' and the silver award for the summer flower display. There are close links with local church groups within the area, such as Bonneville Baptist Church and the Church of the Holy Spirit.

37. Links with other educational establishments are good. The school works closely with neighbouring primary schools and the pre-school nurseries. Informal contact takes place through local inter-school football and netball matches. Links with the many secondary schools to which pupils transfer are also good and the school works closely with the Lambeth Education Authority to ensure that the pupils' transfer is smooth. There are many contacts with colleges and institutes to support the students who visit the school as trainee teachers and support staff.

38. The personal development of pupils, based on a very well-structured and taught programme for personal, social, health and citizenship education is outstanding, as is their spiritual, moral, social and cultural development. This excellent provision underpins the life of the school, which has a clear set of values that are well known to, and respected by, the whole school community. This represents a significant improvement since the last inspection. The views of pupils were sought on what they consider to be acceptable and unacceptable behaviour and this has helped them to be very clear about boundaries.

39. Parents remark on how well the school teaches their children to respect their peers and to be aware of the beliefs and customs of others. The strong moral values are based on an ethos established by the headteacher in school assemblies. Parents also say that there is a consistent message from all those involved in the school. The children's efforts are valued and appreciated, which boosts their confidence. Discussions with staff and pupils confirmed that pupils have no

hesitation in raising concerns if they feel that something is unfair or wrong, and they give good support to each other.

40. Very good displays throughout the school promote spiritual, social, moral and cultural development: they celebrate pupils' achievements and include a range of photographs of men and women from various ethnic backgrounds who have been successful in a number of careers. Pupils' attention is drawn to these, in assemblies, for example. The accommodation provides a friendly, stimulating and thought-provoking environment.

41. Assemblies, that provide a daily act of corporate worship, support spiritual development and enable pupils to grow in confidence. In addition, it is evident in all areas of the curriculum. For example, in a very good Year 2 English lesson, a range of activities enabled pupils to consider how they would feel, if for example, they lost and then found a favourite toy. In an equally good Year 4 personal, social, health and citizenship education lesson, pupils were able to explore positive and negative emotions and feelings and to find ways of dealing with them successfully. In a Year 6 history lesson on ancient Greece, pupils were given opportunities to consider how gods influenced the life of mortals and to reflect on their own places of worship. In a Year 6 maths lesson, pupils recognised with delight patterns and relationships in the way in which numbers are organised.

42. Honesty and trustworthiness are also promoted very effectively through the sex and relationship education programme. Pupils not only know the difference between right and wrong but are also able to choose wisely when faced with a decision. As one parent said: 'When a child has been naughty they are told that they are a good person who just made the wrong choice about what to do. They are helped to learn from their mistakes.'

43. Pupils relish the increasing opportunities for them to take on responsibilities as they move through the school. There is a peer mentorship scheme, which is run by the two learning mentors, and supportive contacts between year groups is encouraged. There is a friendship bench in the infant playground; Year 6 pupils say that infant pupils can sit on this bench if they want a friend to play with and someone will come to them. Pupils are encouraged to care for others, for animals and for the environment. The school council is respected by staff and pupils and makes some important decisions. Pupils are keen to be elected to it and to become members of its executive committee. They take these responsibilities seriously, which helps them to become mature and responsible young people.

44. Religious education, art, drama and music make a significant contribution to the pupils' cultural development. Parents say that a highlight of the year was the summer fair, which celebrated all the cultures represented in the school. A good Year 4 art lesson enabled all pupils to understand how to create African designs. One very good Year 2 art lesson gave pupils a chance to examine the work of three famous European artists, while another promoted their understanding of Western culture and how it had developed over the 18th, 19th and 20th centuries. An equally good Year 4 religious education lesson enabled pupils to understand the Christmas story and its place in Christian beliefs and to consider the differences in two world faiths. A Year 4 history lesson made a good contribution to cultural development as pupils studied the beliefs of the ancient Egyptians and what happened when people died.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school provides an outstanding level of care for all its pupils, enabling them to take advantage of the many learning opportunities that are available. The school is accredited under the Healthy Schools Project and arrangements for child protection and the general health and well being of pupils are first class. This very high level of care is underpinned by a clear set of policies, which are consistently applied. This represents a significant improvement since the last inspection.

46. Excellent arrangements for promoting and monitoring attendance and punctuality - involving senior staff and learning mentors - have led to significant improvements. Attendance is

now in line with the national average for schools of this type. Whilst there are instances of lateness, the school has successfully addressed the key issue from the last inspection to improve punctuality. Parents, who are strongly urged to ensure that their children attend regularly and punctually, say that their children now want to come to school and feel welcome in it.

47. The high level of good behaviour seen throughout the school is rooted in the excellent arrangements for promoting and monitoring behaviour. Learning mentors play an important part in this area of the school's work, particularly in meeting the individual needs of some pupils. There are good arrangements for re-entry into school after exclusions, with parents involved early in the process. This allows pupils to make a positive 'new start'. Behaviour agreements are introduced where necessary and a pastoral care programme is available to deal with any particularly difficult cases.

48. Personal development is given a high priority. Teachers know their pupils really well and keep records of their personal development as they move through the school. Records are kept of individual pupils who are giving cause for concern. Annual reports provide parents with valuable information on their child's personal development.

49. The arrangements for assessing and monitoring pupils' progress are very good and have improved greatly since the last inspection. Detailed analysis is made of the information provided by the National Curriculum tests results. Subject co-ordinators analyse the results and use the information to set targets for the future. In addition to this, assessments in mathematics, English and science are carried out half termly by class teachers. Assessment for five year olds when they first start school has been analysed; this has influenced aspects of the planning. The school has a marking policy, adherence to which is monitored by the assessment co-ordinators. Children are included in the marking policy and so they have a greater ownership of their learning targets. Throughout the school parents are informed of their child's main learning goals: this encourages partnership.

50. There is a thorough development plan, which details how assessment in the school will continue to progress. A system of pupils' self-assessment is being introduced. Aspects of this are already evident. The assessment of subjects other than mathematics, English and science will be introduced in spring 2003. This will be in line with the Qualifications and Curriculum Authority (QCA) expectations. The Foundation Stage co-ordinator is currently developing the system of assessment in preparation for the new statutory QCA Assessment Profile. This will be carried out in the summer term before children go into Year 1.

51. The learning requirements of pupils who have special educational needs are well understood by the co-ordinator and class teachers. All class teachers have a copy of pupils' individual education plans as well as shortened versions for quick reference. This means that all teachers have the information they need to plan effectively. Careful records are kept of these pupils' progress so that support can be modified appropriately. The new Code of Practice is effectively applied and informs much of the work the school does to support pupils with special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The partnership between parents and school is excellent. Parents are overwhelmingly supportive of the school, are welcome in it and value every aspect of its work. No significant concerns were raised in either the parental questionnaire or at the parents' meeting held before the inspection. The school has worked extremely hard to achieve an exemplary partnership with parents through a first-class range of information, which results in parents becoming effectively involved in their children's learning at home and in school. This represents a significant improvement since the last inspection.

53. In addition to formal well-attended termly consultation evenings, the headteacher deals with any immediate concerns and teachers can be contacted at the end of each day. Parents'

attendance at the consultation evenings is recorded in the annual report on their children. Non-attendance is followed up and, where appropriate, parents are reminded of the next meeting in the annual report. Each half-term parents are given notes on what is to be covered in lessons and from time to time they are invited into school to experience how a particular subject is taught. In autumn 2002, for example, the school held a maths week. As a general principle, interpreters are organised where necessary and key documents are translated into the main overseas languages used in the school.

54. The home/school agreement was drawn up two years ago following questionnaires to parents and pupils, with an anti-bullying section added last year. Many parents help in school on a regular basis, whilst others assist with visits and school events. Parents and carers come into school to collect children in Years 1 and 2. This is a friendly happy occasion with the good relationships between parents, teachers and pupils clearly in evidence. The vast majority of parents support their children's homework and complete the home/school reading diaries. Parents also give the school generous financial help through the very active FAB, that also arranges social events that are increasingly well attended.

55. Annual reports to parents are of very high quality, telling them what their children know and can do and containing targets for improvement. They also make the school's expectations of parents and pupils abundantly clear. There are reply slips for parents, which are used well and almost always applaud the school's efforts. The very well-produced, informative and clear school prospectus and governors' annual report to parents meet statutory requirements.

56. Parents of pupils with special educational needs are appropriately involved in annual reviews of their progress. Teachers liaise carefully with the parents of pupils with special educational needs and include them in identifying the help their children are to receive.

57. The school provides a very good guide to parents of children starting in nursery and Reception. These parents speak very highly of their children's progress and feel that they know what is going on through daily conversations as well as more structured regular information. In the main school, there are very good booklets for each year group which outline what is to be taught, ideas to support learning, homework, extra responsibilities, rewards and consequences. The music tuition and clubs that are available to older children are also listed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management provided by the headteacher and the senior management team – both collectively and individually – are outstanding. For the size of the school the senior management team is large: eight in total. It comprises a diverse group of professionals. Their description of the 'team' is a perceptive and accurate one: '... a mixture of styles and experience that enables it to be organic...' Of the individuals in it they say, '... it is the differences in the cultural, spiritual and personal make-up that helps it to move forward.' Each takes their particular area of responsibility very seriously and develops it imaginatively and innovatively but with the knowledge that the rest of the team is fully behind them. They work in harmony and with abundant energy for the good of the school as a family. The impact on standards is evident in test results, in achievements in other subjects and pupils' personal development. The headteacher considers the professional development of this team – and of all her staff – as an important element of her role.

59. The headteacher has her finger very firmly on the pulse of the school. She is an inspirational leader whose positive attitude, energy and optimism are contagious, spreading not only to her senior managers, but also to the rest of her staff, to other adults who work in the school, to the pupils and to their parents. Members of staff other than senior managers also contribute significantly to the development of the school. In particular the work of the teacher with responsibility for pupils' personal development is outstanding. Following her lead – and that of the headteacher – the self-confidence and maturity of the pupils at the end of their time at this school is such that it belies their young age. So, too, does their love of learning.

60. The work of the governing body is very good. Governors know what the school does well and the information provided by the headteacher enables them to understand what it should do to improve. The chair of governors is perceptive and works well with the headteacher.

61. New staff are welcomed, given plentiful information and support, and left in no doubt that the school will enhance their professional development as well as benefiting from their expertise. Staff say that this emphasis on their own professional development was evident in the information they received when considering applying for a post at the school, and has proved to be true in practice. The performance management system is a fully integrated part of the school structure.

62. The co-ordination of provision for pupils with special educational needs is very good. Funds are used well. The special educational needs co-ordinator has developed a detailed and well-structured procedure for assessing pupils' needs when they start at the school and this is effective in setting clear targets for improving their skills. She tracks pupils' achievements in detail and uses this information to check that pupils are progressing well enough. This tracking system enables the school to evaluate the success of its provision in promoting learning.

63. The school makes very good use of all the resources available to it in order to achieve key educational priorities, applying the principles of best value in all aspects of its work. This represents a significant improvement since the last inspection. The budget is well managed by the headteacher and governors, who receive very good support from the school's senior administration and finance officer. The case for expenditure has to be well argued with clear success criteria before a decision is made. The cost effectiveness of spending decisions is reviewed by senior staff and reported back to the governing body.

64. The headteacher, governors and FAB are very successful in gaining grants from a wide range of sources, securing sponsors and frequently matching funding in specific projects. The headteacher has also been instrumental in clearing a debt of around £120,000 that she inherited on her appointment. This has been achieved alongside dramatic improvements in standards. There is now a small surplus and a contingency fund.

65. The accommodation has been dramatically improved since the last inspection and is now good. The two separate buildings, which housed the infant and junior schools, have been very successfully linked: a structural alteration, which has had a big impact on promoting a single philosophy for the school. The outdoor area for the Foundation Stage, however, cannot be used as an integral part of the curriculum for all of these children on a daily basis because it is too far away from the Reception classes and too small for the total number of children in the Foundation Stage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. There are no major issues for the school to address beyond those for which it already has well-formulated plans. Of these the two most significant are:

- to increase the proportion of pupils who, in English, mathematics and science, achieve the higher levels of attainment;
- to make information and communication technology and the opportunity for pupils to write at greater length higher priorities across the full curriculum.

OTHER SPECIFIED FEATURES

English as an additional language

67. Provision for pupils for whom English is an additional language is very good and this helps them achieve well. The school has two part-time teachers who share the responsibility of support through the Ethnic Minority Achievement Grant (EMAG). Their co-ordination and management of English as an additional language support is effective.

68. The school supports 254 pupils through this grant. Out of these 254 pupils, 140 speak English as additional language. The most common languages spoken other than English are Bengali, Twi, Yoruba and Albanian although, in all, 40 languages are spoken. About a third of the pupils learning English as an additional language are at an early stage of language acquisition; most of the pupils supported receive extra help twice a week. An additional 35 pupils who might be in danger of under-achieving are also supported through the EMAG.

69. Communication with parents is good and encouraged from the time they first have contact with the school. The headteacher and all staff are committed to developing good relationships between the home and school. The borough's translating service is used whenever necessary. At parent consultation evenings the school does all it can to encourage everyone to play a part and welcomes family members as translators. There are bilingual signs for parents and pupils around the school and the school is undertaking the costly venture of translating the school brochure and other documentation. The school uses the services of specialists such as the Traveller support service well to add to their knowledge and understanding.

70. The school has made very good progress since the last inspection where the teaching and support for pupils with English as an additional language was judged to be unsatisfactory. Support for these pupils is now very good. Specialist teaching is now always at least satisfactory and often good as it makes a real difference to pupils' learning. In a Year 1 literacy lesson the teacher supporting the pupils with English as an additional language helped them understand the story and the new vocabulary by taking them out into the hall to act out the story. This was very effective and when it was time to return to the class the pupils had become so involved in the story that all wanted to continue reading. When class teachers are working with the whole class, teachers supporting pupils with English as an additional language, make excellent observations of the pupils. They record where pupils are actively answering questions, where individuals seem to be having difficulty understanding and any vocabulary or concepts that might need revision. These notes are shared with the class teacher and used to plan future work. This is very effective practice as it gives class teachers and support teachers information about individual pupils that can be used to help each take the next step in learning.

71. Teaching by class teachers is also consistently very good. Effective teaching methods ensure that all pupils can learn because lessons are often active and relevant. For example, they give pupils enough thinking time to answer questions, use bilingual books when appropriate or let pupils have pictures or models to give them clues. The generally good relationships between adults and pupils in the school also contribute to the success of pupils who speak English as an additional language. Pupils feel they can have a go at answering questions or trying to write because everyone will welcome their effort rather than ridicule them for their mistakes.

72. The school effectively monitors the progress of these pupils and it sets challenging targets. As EAL pupils move through the school they make good progress. Individual targets are carefully monitored and the school has evidence that 90 per cent of supported pupils have already achieved their targets for Spring 2003. The school carefully monitors the attainment of individuals and of groups of pupils to check that everyone is doing as well as they can. Whilst numbers of children in the same language group in each year are small, the school still looks for patterns. Bengali speaking pupils, for example, have scored well in tests and refugee children who speak English as

an additional language have made considerable progress and even after a comparatively short time in the school leave for secondary school with average national test results.

73. The curriculum and the learning resources used reflect a range of cultures and are chosen for their relevance to the pupils. The school deals sensitively and thoughtfully with any matters to do with pupils who speak English as an additional language or their families. They want the pupils to do well and are successful in ensuring these pupils have access to a full curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	23	45	16	0	0	0
Percentage	7	25	49	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	42	324
Number of full-time pupils known to be eligible for free school meals	n/a	191

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	10	86

English as an additional language	No of pupils
Number of pupils with English as an additional language	254

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.4

Unauthorised absence	%
School data	1.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	20	19	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	16	16	15
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	74(72)	74(74)	74(81)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	16	16	18
	Total	29	30	34
Percentage of pupils at NC level 2 or above	School	74(70)	77(74)	87(81)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	11	14	15
	Total	21	26	28
Percentage of pupils at NC level 4 or above	School	66(77)	81(69)	88(77)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	11	13	13
	Total	22	25	25
Percentage of pupils at NC level 4 or above	School	69(73)	78(73)	78(73)
	National	73(72)	74(74)	82(82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
112	1	0
0	0	0
30	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
8	0	0
21	0	0
0	0	0
90	1	0
30	2	0
29	0	0
3	0	0
10	0	0
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)	14
Number of pupils per qualified teacher	23
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	353

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21
Total number of education support staff	4.2

Financial information

Financial year	2001-2002
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	£
Total income	1,227,085
Total expenditure	1,211,310
Expenditure per pupil	3,328
Balance brought forward from previous year	10,738
Balance carried forward to next year	26,512

Total aggregate hours worked per week	100
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8.6
Number of teachers appointed to the school during the last two years	9.4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	380
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	79	21	0	0	0
Behaviour in the school is good.	58	40	2	0	0
My child gets the right amount of work to do at home.	55	33	4	2	6
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	71	23	2	0	4
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	69	29	0	0	2
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	67	27	2	0	4
The school provides an interesting range of activities outside lessons.	37	40	10	0	13

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

74. When children enter the nursery at age three, their knowledge, skills and understanding vary, but are generally lower than expected for their age. This is particularly noticeable in their use of language because English is an additional language for many children and a significant proportion of those are at an early stage of learning it. All children make very good progress in the nursery and Reception classes due to the quality of teaching, which is very good in most areas of learning and good for physical and creative development. Despite this, their below average start and the impact of English as an additional language means that by the end of the Reception year, some children do not show the standards expected for their age in mathematical development and communication, language and literacy. Children with special educational needs are well supported. Nursery nurses are a valuable part of the teaching team in the nursery. Nursery children have regular opportunities to choose to go outside: this develops their independence and enhances their learning. This is not the case in Reception, where access to the curriculum outdoors is more difficult to organise because the outdoor area is too far away from the classroom and too small for the number of children on roll. The need to address this is highlighted in the development plan.

Personal, social and emotional development

75. Attainment in this area is very good and a strength of the school. The children make very good progress and this is due in large part to the staff expecting that all will get on with each other. The quality of teaching and provision is very good overall. Staff make great efforts to settle the children when they enter the school. This is enhanced by the good partnership with parents.

76. In both the nursery and the Reception classes, children play and work together well. For example, three nursery children shared their ideas about how to build a bridge for their zoo animals. The teacher offered support, suggesting they might like to use some planks, but then kept a distance so that the children could work together on the task. This is a strong point of teaching in the nursery. There are very few occasions when children misbehave because they are caught up in the engaging atmosphere. They know how to follow routines well and staff support them in this, for example, by ringing a bell when it is time to tidy up. In the Reception classes, children build on the skills of good relationships they learnt when they were younger.

77. All children are very motivated and keen to do their tasks, even the youngest. For instance, a child used different materials to make a picture and then 'wrote' about it. She concentrated for about 15 minutes and staff knew to let this independent activity continue uninterrupted. In both year groups, children's concentration is very good and this enables them to learn very well.

78. All adults are very good role models, interacting politely and respectfully. If children unwittingly upset each other, it is dealt with quickly. For example, in Reception a child laughed at what another had said. The teacher intervened calmly and with kindness, reiterating that 'we must always listen to each other and respect what others say'. Little gender stereotyping is evident: in role-play two boys happily pretend to feed their dolls and then put them to bed. When deciding on activities, staff take opportunities to introduce an understanding of cultures other than their own. For example, in cooking children make Indian sweets. Staff are skilled in teaching children to respect differences and appreciate other cultures so there is no racism.

Communication, language and literacy

79. Given that many children have low language levels when they enter the nursery, they make very good progress because the quality of teaching is very good. Teaching in the nursery appropriately prioritises developing children's skills in talking and listening. All staff encourage the children by continually commenting, asking questions and drawing them into conversation. For

example, a nursery nurse uses her voice in different ways to engage children in talking on the 'phone in the role-play office. This makes learning really enjoyable and develops confidence in talking in different contexts. Many children are learning to speak English as a new language when they start the nursery and, as a result of very good teaching, they make rapid progress. However, by the time they leave Reception they are still developing their vocabulary and use of spoken and written English. Staff support these children well by encouraging them to listen and talk as they take part in practical and meaningful activities. Some support staff are less sure how to include the children in the absence of bilingual support, although all are aware that these children learn from listening to English being spoken.

80. Nursery children enjoy reading activities. They enjoy choosing books, turning the pages and talking to each other about the stories. Even the youngest children have their favourite books and retell stories using the pictures as prompts. Teaching builds on children's developing interest in books. A teacher used puppets to retell a favourite story, 'The Rainbow Fish'. Children deepened their understanding of books and learnt new vocabulary as they answered questions, such as 'How did the little fish feel?' and, 'What is this part of the fish called?' In Reception, good use is made of 'big books' to develop reading. Children listen well although they often sit for long periods during these activities. Children in Reception are introduced to more formal reading opportunities. This ensures that staff can monitor progression, although children at the very early stages of reading are not stimulated by the books. Children who are more advanced early readers can read some familiar words, especially those which are repeated. The school promotes the importance of the value of books. Home/school links are productive and particularly good use is made of 'book bags' to encourage reading at home.

81. In the nursery many activities are introduced to develop children's understanding of letter sounds. For example, they play a game where they have to try to identify the sound of the initial letter of their name. Children who are acquiring English as a new language are supported in this. In Reception children build on their understanding. Some children are able to recognize initial sounds of words including blends of consonants such as 'ch'. Most children can make simple rhymes such as 'dog' and 'fog'.

82. Children in the nursery are developing early writing skills. This reflects the understanding staff have that children develop writing skills by experimenting within purposeful environments. For example, in the 'home corner', children experiment with their own signs and symbols to communicate with others or write lists of who is coming to a birthday party, and making notes of what food they will need. In Reception, children continue to write within meaningful contexts. Most hold pencils correctly and form letters appropriately. Some are beginning to write independently.

Mathematical development

83. Children make steady progress in counting and recognizing numbers, shapes and patterns. In the nursery, much is taught through the use of everyday experiences and routines. For example, children recognize the numbers printed on their bikes and estimate if their plastic animals will fit into different size containers. In the nursery, resources are accessible: this encourages children's independent exploration of mathematics. For example, children order numbered finger puppets and sort coloured toys. Good teaching develops strong foundations for mathematical learning. Children enjoy playing a game that involves them finding the missing number that is hidden under a cloth. This encourages children to recognise numbers and order them up to five. In Reception, opportunities for role-play develop children's opportunities to practise using mathematics in play situations. Children count the numbers of cups needed for the group, aware that they need 'one more' if another child joins the group. Whilst pretending to cook, they use egg timers, predicting which will finish first and why. These practical activities make mathematics enjoyable and meaningful.

84. In the Reception classes elements of the National Numeracy Strategy are introduced. This results in many children being challenged. For instance, more able children learn to recognize 'o'clock' and can order what they do on certain days of the week. However, for some children in the

class, particularly those with English as an additional language and those with special educational needs, these activities are too challenging. Children could form numbers out of play dough and recognize those up to five, but these activities did not link to any meaningful experiences.

85. The quality of teaching is good. In the nursery, good teaching develops children's growing awareness of mathematics and its associated language. For instance, as children jump from a beam, their landing place is marked with chalk. They talk about jumping 'further' or 'the furthest' or 'not as far' on their following jumps. In the nursery children recognize and name shapes, for example while making necklaces from square and round shaped beads. They show good problem solving skills as they measure the necklace around their friend's neck to see if it is long enough. Children explore repeating patterns by making prints using two different colours.

Knowledge and understanding of the world

86. This area of learning is enhanced by a wonderful 'secret garden'. Here children explore the natural world, observing and smelling plants, discussing birds' nests, planting and growing vegetables. These exciting activities develop vocabulary such as 'paths', 'trees', 'seeds', 'carrots' and 'beetroot'. This is particularly beneficial for children in the initial stages of learning English. Nursery children have direct access to the garden and Reception children have use of this area at particular times.

87. Staff in the nursery introduce interesting activities to develop investigations and to initiate problem solving. Children explore how pulleys work by trying to lever different sized buckets of sand up a wall. During cooking activities in the Reception classes, staff take opportunities to show children how ingredients change as they are mixed or cooked. Children respond to questions such as, 'How is the mixture different now?' They observe that sugar 'turns to liquid' when added to water and that coconut and milk mixed together looks 'like porridge'.

88. In the nursery, children develop an understanding of how technology is used in society. As they play in the role-play office, they use different types of telephones and take care to put the receivers down correctly. A child decides that a computer is needed for a task and so collects the keyboard and pretends to plug it in at the wall. Good teaching helps children to understand how things work. For example, a teacher modelled the use of a simple walky-talky and a child becomes fascinated when hearing a voice come from one end. In both the nursery and the Reception classes children use computers independently. Programmes are carefully selected by staff to fit in with current topics and lessons. In the nursery, children excitedly use torches in the dark 'night time' role-play area. They are learning how tools work: one child opens up the torch when it stops working to readjust the batteries. The Reception children do not have the same open access to a wide range of materials and tools.

Physical development

89. Provision is good. One of the strengths of teaching is that children are allowed to take risks, within the context of safe environments. For example, Reception children are challenged to travel in different ways along a beam and to climb 'under and over' the rungs of the frame. They rise to the challenges and make good progress, showing improved balance and co-ordination by the end of the lesson. Children learn to look after their body by warming up and cooling down at appropriate times of the lesson.

90. Through experience, children learn how to start, stop, steer and control their speed on tricycles and scooters. The nursery nurse models how to go around a circuit. By observing this, the children learn how to avoid collisions and develop a sense of space. Behaviour is very good during these energetic activities. The outdoor provision of the nursery is well used. In Reception classes, time is allocated so that children have opportunities for physical activities in the hall and outside. They also use the facilities in the nursery.

91. From starting in the nursery, the children make good progress in controlling tools such as paintbrushes, pencils and scissors. They use construction equipment confidently and carefully, for example, as they build interlocking railway tracks. Staff show children how to use this equipment and so younger children, who often enjoy watching before joining in, build up the confidence to take part. Children learn how to put equipment away.

Creative development

92. Teaching is good and all children make good progress, overall. There are strengths in the way staff teach skills such as drawing from observation and introducing different printing techniques. Reception children have made pictures using a computer programme. Good teaching in the nursery encourages children to explore colour and texture. For example, they mix powder paints on their paper and spontaneously make handprints in the wet paint. There are fewer opportunities in the Reception classes for children to use their skills and ideas for their own purposes.

93. All children enjoy role-play where they create stories and express their ideas. It is very varied in the nursery: this broadens children's learning as well as their creative expression. There are strengths in the way staff allow children to initiate their own story lines and develop their play independently.

94. Music is a strength. A specialist teacher works with all the children and skilful teaching develops children's understanding. For example, in Reception, children work in pairs to make 'musical conversations' answering each other by taking turns on the xylophone. They develop skills in playing the instrument with different pitch and tempo. They then interpret how the music sounds: for example, it is a 'sad conversation' or it is 'a nightmare conversation'.

ENGLISH

95. In relation to standards nationally, attainment in the 2002 Year 6 tests was well below expectations. Inspection findings suggest that standards continue to improve at a pace that mirrors the improvement typical of the last few years and that pupils are currently attaining at a level close to that nationally. Writing remains a weak element. The school has set itself challenging targets for 2003: for 67 per cent of pupils to achieve the expected level, Level 4 and for 25 to 30 per cent to achieve the higher level, Level 5. Given the current rate of progress, it is on track to meet them.

96. In these same tests, but in relation to schools in which a similar proportion of pupils who are eligible for free school meals, pupils attained above average standards. This is pleasing and is indicative of very good progress through the school. Improvement since the last inspection has also been very good.

97. The 2002 tests for Year 2 pupils showed that standards in reading and writing were well below those of all schools but better than those of similar schools.

98. Pupils achieve consistently well throughout the school. This applies equally to all pupils including those for whom English is an additional language, those who have special educational needs and those who are particularly able. Such achievement is made possible by high quality teaching and by the provision of good support to those who most need it. There is no significant difference in attainment between boys and girls.

99. The quality of pupils' listening skills is very good and, in some classrooms, exemplary. This is one of several keys to their success. They are expected to listen and are eager to do so. Teachers are good motivators. Pupils want to hear what their teachers have to say and actively want to be challenged by them. This was amply demonstrated in a Year 5 lesson when the teacher asked the pupils a challenging question. After hearing a couple of answers that were not what she wanted, she commented, 'I think I'd better tell you.' 'No!' was the chorus: they wanted to do it

themselves. The willingness to listen and to learn is equally evident in all groups of pupils. A group of Year 3 pupils, for whom English is an additional language, were wholly attentive while learning how speech bubbles worked.

100. Speaking skills are variable, but satisfactory overall: this is a considerable achievement given the overall low attainment when pupils enter the school. Some pupils are particularly articulate and speak with a confidence and assurance that belies their young age. Year 6 pupils demonstrated this most emphatically in a memorable assembly where they explained the meaning of Advent, and told the Christmas story. The confidence and assurance are still evident with pupils who are less articulate and who have a less extensive vocabulary; usually those for whom English is an additional language. A willingness to speak in front of an audience is not restricted to Year 6 pupils: in each classroom they are happy to talk in front of their peers. This is because they learn at an early age that 'it's quite OK to get something wrong': that it's better to have a go and be wrong than not to try at all.

101. Reading skills are broadly average in Years 2 and 6 and, again, represent good progress from prior attainment. Pupils read at the levels expected for their age and their ability to decode is matched by their ability to understand what they have read. The most able pupils in Year 6 are reading children's novels fluently and with a good level of understanding. They are able to appreciate and explain the use of figurative language, to understand meaning beyond the literal and to get 'under the skin' of characters and explore the relationships between them.

102. Writing standards are below the national average but, nevertheless, represent good and often very good achievement from prior attainment. The school adheres to the literacy hour format and, in addition, develops the essential basic skills throughout the curriculum. Through standards that have risen year-on-year at a rapid rate, the school has proved that it can teach writing skills successfully. A review of the use made of 'modelling writing' as a means of learning could be further explored. In addition, the headteacher intends to ensure that there is a more efficient use of subjects other than English as vehicles for the consolidation and practise of the skills that pupils have learned in literacy lessons, particularly when it comes to producing longer pieces of writing. This is exactly what has the best chance of sustaining the rapid improvement of the past several years. Information and communication technology plays a relatively minor role in the subject.

103. The quality of teaching ranged from excellent to satisfactory but was very good overall. The hallmark of the outstanding teaching was the substantial impact of the teacher's input on the work ethic of the pupils. In a Year 5 lesson, clearly this 'will to work' had grown over the term and over the earlier years that the pupils had spent in the school, but it culminated in a contribution from all the pupils in the class that was outstanding and a delight to watch. When given the collaborative task of sorting words into families, pupils who completed the task simply scrambled the words again to see if there was another way of doing it. No instruction, no prompt! There was a clear expectation that pupils would have a mature outlook on learning. Their teacher encouraged them to see the 'big picture' in terms of their learning and not to get caught up on tiny points of detail. She was successful. Hence they had an accurate view of how well they were doing. She taught confidently and at a breathtaking pace. She was quick to spot a pupil who was finding the work hard and intervened instantly to ensure he stayed engaged. She used questioning to provide pupils with good opportunities to explain their thinking. For example, having looked at the rhyme pattern in stanza one of Alan Ahlberg's poem *Please Mrs. Butler*, she asked briskly, 'Is it the same in the second verse? Prove it to me!' The way that teachers engage pupils was a strength in every one of the lessons seen. When the quality of teaching was satisfactory it was either because the teacher did not always make best use of their time or because young pupils were a little restless and the teacher did not take time to settle them well enough.

104. Literacy skills are taught very well and, given the points already made about writing, generally serve pupils well in their work across the full curriculum.

105. Pupils' attitudes to work are exemplary. They have the confidence to try to answer their teacher's questions because they have the assurance of knowing that a wrong answer is worthy of

the try. They work very hard when under the direct supervision of their teacher or another adult, or when working independently.

106. The co-ordinator is a skilled practitioner and leads the development of the subject very well. Changes have responded to known areas of weakness such as reading standards in Years 1 and 2 for example, and have been successful. Resources are adequate.

MATHEMATICS

107. Standards in mathematics and numeracy are satisfactory. In the 2002 national tests, pupils in Year 6 attained average standards. When compared with similar schools, standards were well above average. The school has made significant progress since the last inspection, mainly attributable to its successful introduction and development of the National Numeracy Strategy, and good – often very good - teaching. Consequently all pupils, regardless of ability or first language, are making very good progress. All are included well by teachers and assistants and have individual targets, that enable them to track their own progress. The number of pupils achieving the higher Level 5 is below the national average. Although there are variations from year to year in the performance of boys and girls, over time there is little difference.

108. Pupils in Year 2 attain below average standards in mathematics. Their numeracy skills, however, are average. The results of the national tests for Year 2 in 2002 show that pupils achieved well below the national average, but this disguises the high percentage of pupils with special educational needs, the significant proportion of pupils with English as additional language and a higher than average number of pupils who joined the school other than at the usual time. Against similar schools the comparisons are much more favourable and show average standards. All pupils are making good progress from Year 1 to Year 2.

109. By the end of Year 6, most pupils have a sound knowledge of number. They have quick mental recall of multiplication and division facts and can handle some numbers above 1,000. They are developing an understanding of fractions and decimals. They know that a square number is a number multiplied by itself. The higher attaining pupils apply their knowledge confidently by using a calculator to find the decimal number which, when multiplied by itself, gives an answer as close to 20 as possible. The analysis of work shows that pupils make very good progress from a low start. They identify the various forms of triangles such as isosceles, scalene and equilateral. They solve written problems, such as finding the perimeter and area of regular and irregular shapes and discover simple formulae for their work. Work involving real-life problems is a fairly regular feature of lessons. As a result, pupils achieve very well from Year 3 to Year 6 in developing strategies to solve mathematical problems. For example, pupils in Year 5 investigate how many times a dice is thrown before a six results. They use the results to consider the probability of different outcomes and place them on a scale of certain to impossible. In Year 4, good teaching ensures that pupils understand that they can check number work by using the inverse of the operation. When working with money they convert pounds to pence and the higher attaining pupils solve problems involving money up to £5. Many pupils, however, need help to carry out simple problems involving money. Pupils in Year 3 are able to determine two- and three-dimensional shapes from descriptions and choose appropriate number operations and calculation methods to solve word problems. For example, after being asked, 'What is the total number of fingers and thumbs of eight people?' they were able to explain how they arrived at the answer. A relative weakness, however, is the lack of opportunity for pupils to solve problems by extracting and interpreting data presented in charts and graphs.

110. By the end of Year 2, pupils have a sound knowledge of the basics of addition and subtraction. Analysis of previous work in Years 1 and 2 shows that pupils order numbers and count on from different starting points. In Year 1, they can add up and subtract using tens and units and learn by heart addition doubles from $1+1$ to at least $5+5$. In Year 2, pupils progress to finding missing numbers and understand multiplication as repeated addition, for example, $2+2+2=6$, 3 lots of $2=6$ or $3 \times 2=6$. By Year 2, they total coins of different values, adding on 50p, 20p, 10p, 5p and 1p coins and give change from £1. Pupils in Year 1 learn to measure and compare length, but

many need support to understand and use the comparative vocabulary, such as longest and shortest. In Year 2, pupils learn how to tally and then use the information to record their findings as simple block graphs. However, few pupils have a sufficiently secure understanding of the technical language involved in mathematics to solve word problems without a great deal of help.

111. The quality of teaching and learning is good with some very good features. Lessons are planned thoroughly and not only cater for the different levels of ability within the class but also recognise the particular needs of those pupils who speak English as an additional language. Teachers make sure that pupils understand the learning objectives of each lesson, which they write into their own books. This is complemented by the setting of half-termly targets for achievement, that are written in their books and put on display in the classroom. In this way pupils take responsibility for their own learning and understand what they must do next. Teachers have very good relationships with their pupils. They are encouraging, supportive and manage the pupils very well, so lessons are productive and the atmosphere is one of enjoyment and hard work.

112. Teachers across all years are confident with the National Numeracy Strategy and they apply it effectively. The mental mathematics starter sessions provide a stimulating but orderly start to lessons. For example, in a very good Year 2 lesson, pupils had to look and count the 'fast fingers' of the teacher as she signalled different amounts totalling up to 20. Good teaching and learning is characterised by teachers who use their knowledge and understanding of mathematics to set interesting and challenging activities. Increasingly they encourage pupils to solve problems in their own way and to talk about how they arrived at a particular answer. Teachers value the contributions of pupils, who learn from each other and develop confidence to tackle new work successfully. Building on from previous learning effectively, teachers maintain a brisk pace moving from one activity to the next in a well-organised way. For example, in a very good Year 6 lesson, after a rapid mental starter session on the 7 and 8 times tables, the teacher challenged the pupils to think hard with questions such as 'what are the factors of 8; what about 16?'

113. Lively teaching motivates pupils and ensures that they make progress. Support assistants are very well deployed in helping small groups of pupils. The very good two-way communication between teachers and the assistants ensure that all adults working with the pupils know exactly what areas need attention. Numeracy is appropriately used across the curriculum. In history, pupils use time lines to give some idea of the span of time from one era to another and in geography some use is made of mathematical skills, when pupils work on coordinates in their map work. There is, however, insufficient planning and use of information and communication technology in mathematics.

114. The co-ordination of mathematics is shared effectively between two members of staff. They clearly understand what has been required to improve standards and much work has been done to achieve this. They are very enthusiastic about their role and have successfully raised the profile of mathematics throughout the school. A key feature in this was the 'Numeracy Week' when mathematics was effectively linked to all subjects across the curriculum. During the week there were presentations to parents on teaching numeracy, and there were class quizzes. 'Mr. Numbervator' visited to provide workshops for the pupils. The good assessment procedures and analysis of data enable teachers to plan and focus on areas that need attention. This is a significant improvement since the school's last inspection when the assessment and recording of pupils' progress was poor. Above all, pupils enjoy the subject and are very willing to learn.

SCIENCE

115. The school's performance was similar to all schools nationally and better than those with pupils from similar backgrounds. This is a very good improvement since the last inspection. Relatively few pupils reach the higher levels of attainment and the school is now working to address this.

116. The 2002 teacher assessment of Year 2 pupils indicated that 87 per cent achieved Level 2 or above and seven per cent achieved Level 3 or above. This placed the school below the national averages but above the averages for similar schools. The current attainment in Year 2 is below the national average. Evidence collected during the inspection shows that pupils attainment is similar to the national picture in Year 6 but below it in Year 2.

117. Most Year 6 children have acquired sound knowledge and understanding in the areas of science they have been taught. For example, they know the difference between reversible and irreversible changes and the higher attaining children can describe the difference between heating and burning. They know that the moon reflects light from the sun and is not itself a source of light. Most know the difference between transparent and translucent objects and that an opaque object casts a shadow, but only a few are able to explain why a shadow is formed. They know that the Earth goes round the sun but only a few know the difference between words such as orbit, rotate and spin. Pupils' knowledge of forces is limited. Higher attaining pupils know that gravity and friction are forces but they do not know that forces have directions and can change the direction of a moving object.

118. A relative weakness is the interpretation of results of observations and measurement and the use of appropriate scientific vocabulary to describe their observations. Some higher attaining children do not use of comparative words such as higher, lower, faster, slower, larger, smaller etc. effectively enough to describe relationships between the key factors they have measured.

119. Pupils in Year 2 know that ice turns into water when it melts and that heat or warmth make it melt. They are less sure about using words such as shiny, hard, soft or smooth to describe properties of materials. They know that healthy foods contain carbohydrates, protein, fats, minerals etc. They know that living things can grow and move but need help with words such as feed and reproduce. Pupils' knowledge of topics such as forces and electricity is less well developed.

120. Teaching is good in Years 3 to 6 and sound in Years 1 and 2. In the lessons observed, the teaching was generally good as was its impact on children's learning and motivation. Lessons were well prepared with clear learning objectives. Teachers explained well what children were expected to learn so that they understood the objectives of the lesson. Teachers have good subject knowledge. They have high expectations of their pupils and manage them well. Lessons have good pace and support staff contribute well to pupils' learning. The quality of assessment is sound and homework is used effectively.

121. Most pupils including children with special educational needs and those with English as an additional language make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. Pupils' attitudes to science are good. They are keen to learn, behave well in lessons, stay on task and work hard. Many ask questions and are eager to answer those posed by their teacher.

122. A good scheme of work is in place. Resources are good. The coverage of the national curriculum programme of study in scientific enquiry and in physical processes needs to be improved to enable children to make even better progress. Science is led and managed well.

ART AND DESIGN

123. The school provides pupils with a broad and interesting experience. As a result, pupils are motivated and excited and they leave school at the end of Year 6 achieving standards above those expected. Similarly, pupils achieve standards above those expected by the end of Year 2. This is because very good teaching ensures that pupils make swift progress. Importantly, pupils with special educational needs make good progress and achieve well as do those with English as an additional language. This is because teachers make a point of planning work for the range of pupils in their class.

124. Pupils know about an appropriate range of artists. In a Year 2 class, for example, pupils knew about the paintings of Monet and Picasso, which the teacher used very effectively to show different styles of art. Here, pupils achieved well with many producing good work including a collage. Pupils have learnt to use paint, coloured pencil, felt tip pens and pastels effectively. Year 3 pupils have, for example, completed portraits from photographs and the delicate water colour paintings have been used to develop pupils' understanding of relationships as well as art.

125. As pupils move from Year 3 to Year 6 they increase their knowledge of art techniques and of famous artists well. They work with increasing accuracy and attention to detail when representing things, and in using a variety of materials, tools and techniques they demonstrate increasing control. This is illustrated well by a very good Year 5 lesson where pupils were completing their work using pastels. Pupils showed considerable skill in using this medium to show both tone and texture, and the quality of much of the work was high. Pupils built on their techniques and made excellent progress. A strong feature of their achievement was their ability to evaluate their own work and compare their approach to that of others. This meant that they improved their work very effectively. Similarly, in a Year 4 lesson, pupils made good progress in producing a piece of work based on African art and developed their knowledge of pattern and shape well. They were able to choose their own medium: paint, crayons, paint, pencil or pen.

126. Pupils have very positive attitudes to art and are highly motivated. In the Year 2 lesson, for example, they were extremely well behaved throughout and positive about their work. Indeed, these were strong features in all the lessons seen and resulted from very good teaching.

127. Teaching is very good because teachers:

- plan lessons very well and ensure that pupils know exactly what is expected of them;
- use questions well to get pupils thinking and check learning;
- have a secure knowledge of art and know how to motivate pupils;
- are good at encouraging pupils to think for themselves and evaluate their work;
- are skilled in managing pupils and valuing their work and contributions.

128. As a result of these very significant strengths, pupils always work hard and concentrate: this is why they learn so well and make good progress. In the Year 5 lesson, all pupils had an opportunity to succeed which really helped them to move their learning forward at a brisk pace.

129. Pupils visit a good range of exhibitions and galleries, for example, the National Gallery, that also gives them a good understanding of the work of a range of artists. Work is attractively displayed around the school and this gives art a high profile. For example, a display work in pencil in the style of Escher is detailed and of good quality. An art club for gifted and talented pupils further enhances the status of art. Some of these pupils have, for example, made felt pictures of high quality. Pupils also use computers to develop their art skills. In a Year 2 lesson, for example, they used a graphics program well to draw fruit.

130. Art is led and managed effectively and with vision. The co-ordinators have a clear focus on standards, have identified key areas for improvement and motivate other teachers well. For example, the fact that classrooms do not have sinks and running water is no barrier to teachers'

enthusiasm. Good improvements have been made in standards, teaching, and leadership and management since the last inspection.

DESIGN AND TECHNOLOGY

131. There have been very good improvements since the last inspection when attainment and progress were found to be unsatisfactory. The current attainment of pupils in Years 2 and 6 is good. There was no scheme of work at the time of the last inspection and resources were judged to be inadequate. Now a good scheme of work is in place and resources are also good.

132. By Year 6, children have a good grasp of the design process and have acquired good skills in cutting and shaping materials. They are able to create intricate designs that give details of shape and colour. These qualities are evident in their work, for example, they made carnival masks that related to the 'Colourscape' 2002 Festival on Clapham Common; the quality of mask frames made from willow was very good. The processes of design and evaluation are good, evident, for example in the Year 5 masks project. Work in the subject provides pupils with opportunities to use a good range of materials, including food.

133. By Year 2, pupils produce designs with well proportioned drawings. Most children use colour well. They produce puppets of good quality and specific skills such as sewing buttons onto fabric are evident.

134. Very good evidence of designing and making emerged from a felt-making project undertaken by gifted and talented pupils. Given the demanding design skills involved in felt-making and the careful attention to procedures and to detail that was needed, the finished product is of high quality.

135. Teaching is good. Teachers give very clear instructions so children know exactly what to do. Lessons build well on pupils' previous work. This provides continuity and enables children to consolidate previous learning. Teachers pay careful attention to children's work and discuss aspects with them in detail, providing feedback, encouragement and support. This helps all children to make good progress.

136. Pupils enjoy design and technology lessons. They work hard, paying attention to detail. They apply themselves very well to the tasks set and support one another when having difficulties. They take great pleasure when tasks are completed successfully. Pupils behave very well and their attitudes to learning in this subject are very good.

137. The curriculum offers good learning opportunities to all pupils. The quality and the range of these, from Year 1 to Year 6, are good. Assessment procedures are not yet in place but are being developed as part of the current school development plan. Integration of information and communication technology in design work will enhance pupils' learning further. Resources are good and the subject is well led and managed.

GEOGRAPHY

138. During the inspection it was possible to observe the teaching of geography only in Years 3, 4 and 5. Judgements are based on these observations and on the analysis of pupils' work, teachers' planning and discussions with pupils and teachers. The evidence indicates that pupils throughout the school attain the expected standards. Most pupils make satisfactory progress in their knowledge and understanding of places, people and the environment. Many pupils are improving their geographical skills, but their achievement in this element of the subject is not as good as it could be. They do not have the opportunity to work in the depth required to attain the higher standards. Overall the judgement represents a good improvement on the findings of the school's last inspection when the progress by pupils in Key Stage 2 was judged to be unsatisfactory. Pupils with English as an additional language and those with special educational

needs benefit from the effective support that they receive from teaching assistants and this consolidates the progress that they make. There are no significant differences in the attainment of boys and girls.

139. By the end of Year 6, pupils talk knowledgeably about the features that make up their own local area and how they affect the lives and activities of people living there. They confidently discuss the changes that have been made, both good and bad, and express their own views of how the area could be improved. For example, they considered restricted parking areas and permits were needed to ease congestion problems. However, they did consider that it was a good place to live. Pupils use an atlas confidently to plot the quickest route by road to places as far apart as London and Blackpool. They locate places on maps by using a four-figure grid reference and understand what scale means. By the end of Year 6, the pupils are aware of the physical features of coasts and the processes of erosion and deposition that affect them. They explain the action that waves make on caves to create features such as arches, stacks and stumps and explore the idea that human activity can also cause erosion of the coastline. In Year 5, pupils understand the importance of clean water and carry out experiments to find out how it may be cleaned by filtering. In undertaking studies of other countries, including Bangladesh, Sri Lanka and Vietnam, pupils find out what it is like to live there and locate the main cities, rivers, and mountains. This work also provides valuable opportunities for the many pupils whose first language is not English to share their own cultures with others. Pupils in Years 3 and 4 develop a sound knowledge and understanding of the weather and obtain information from temperature charts to identify the hottest and coldest places in the world that they then locate on a world map.

140. Although no lessons were observed in Years 1 and 2, the analysis of pupils' work and discussions with them revealed that in Year 2 pupils have a secure knowledge of the features that form part of their local area. They identify the character of the area and discuss what makes it special. They recognise the different places of work that support a variety of jobs and express views of how to make the area safer, such as having a one-way road system. Pupils in Year 2 are beginning to recognise that the environment in their own locality is different to other places elsewhere in the United Kingdom. For example, they describe London as being a very noisy and busy place and recognise that Lulworth Cove is very relaxing. Most pupils are developing a greater awareness of maps and understand that there is a wider world beyond their immediate surroundings. Pupils are beginning to identify different places in the world as a result of identifying the types of weather experienced by 'Barnaby Bear' on his travels and the clothes he may need for each place he visits. They describe the different weather using terms such as 'warm rain', 'monsoon', and 'tropical'.

141. The quality of teaching and learning in geography is satisfactory overall with some good features. Lessons are well thought out and the work planned is appropriately challenging for all pupils. However, there are some weaknesses in the development of pupils' geographical skills in the use of maps and information and communication technology to help their geographical investigations. Teachers are careful to emphasise the correct geographical vocabulary and this helps pupils to a greater understanding. In a very good Year 5 lesson to develop pupils' understanding of the difficulties associated with the notion of owning water, the teacher effectively involved all pupils in a real life situation. This led to a very lively 'meeting' as representatives of the 'water board' and the 'school council' met to consider the need to charge 30 pence for a drink of water at lunchtimes. The lesson made a very good contribution to developing pupils' speaking and listening skills as the teacher constantly challenged the pupils to justify their views and deal with opposing points of view. Where teaching is satisfactory, the pace is slower and, as a result, the lesson does not fully engage the pupils in their learning at all times. In most lessons, teachers manage the pupils well and consequently pupils respond positively and work hard.

142. The leadership of geography is shared between two members of staff who are relatively new to the position. They have worked hard to raise the profile of geography in the school and have a clear understanding of the action needed to raise standards. In the previous inspection it was said that the long-term planning leaves too long a gap between the times geography is taught. This is not the case now and geography is taught with sufficient frequency over the year to ensure that

pupils develop a coherent understanding of the subject. Procedures for assessing the pupils' attainment have been rightly identified as an area for development. However, the co-ordinators have begun to put together a collection of pupils' levelled work to show their achievement. The school makes very good use of visits in and around the local environment to extend the pupils' geographical knowledge. Good use is made of the residential visit to Beverley Park in North Yorkshire for older pupils to extend their geographical knowledge and skills. The subject makes a good contribution to pupils' spiritual, social, and moral development, through the opportunity for pupils to consider worldwide issues relating to environmental change and how it affects the lives of people. Pupils' cultural development is promoted well through the study of countries in different parts of the world and the activities of people who live there.

HISTORY

143. Standards in history are average by the end of Year 2 and Year 6. All pupils achieve well. This is a good improvement since the last inspection when progress was reported to be unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. The evidence on which judgements are made includes an analysis of pupils' work and discussions with pupils, their teachers and the subject co-ordinators. Pupils, including those with special educational needs and those who do not have English as their first language, make good progress and they achieve well due to the appropriate curriculum coverage, visits to places of historical interest and good teaching. Pupils' skills are improving rapidly and they are gaining a sound understanding of historical interpretation and enquiry.

144. By the end of Year 6, pupils have a sound knowledge and understanding of the periods they have studied such as Ancient Egypt and the Victorians. They have gained a good insight into the way of life, beliefs and achievements of Ancient Greece and the legacy of that civilisation. They use this effectively to describe characteristic features of this time such as the way of life in Athens, Greek architecture and the influence of the Gods. Pupils are also well aware of the importance of war and warriors to the Ancient Greeks. Pupils in Year 5 have investigated the contrasting lifestyles of children in Victorian Britain. They understand how important figures of that time such as Dr Barnardo helped to improve the lives of Victorian children. They have a real enthusiasm for the subject. This was evident in a Year 5 lesson when two pupils took on the roles of a Victorian child and that of a modern day child confidently to answer questions put to them by other pupils in the class. In this lesson, the teacher skilfully guided them in developing a dialogue about the period that contained the appropriate historical detail. Pupils in Year 4 know that the Ancient Egyptians were dependent on the riches of the Nile valley for survival and have used books and pictures of objects that have survived that period of history to deepen their knowledge. Pupils develop a suitable range of specialist vocabulary, such as 'hieroglyphics' and 'pharaoh' and have sound skills as young researchers. They show an appropriate understanding of chronology and can construct simple time-lines from their knowledge. However, opportunities are missed for older pupils to identify how and why the past is represented and interpreted in different ways.

145. By the end of Year 2, pupils use basic research skills and have a suitably developed sense of chronology for their age. For example, in Year 1, they use vocabulary indicating an awareness of the passing of time and discuss some of the ways in which objects such as teddy bears can be identified as 'old' or 'new'. Good practical experiences, handling both new and old artefacts, help to bring 'alive' the stories they are told by their parents and grandparents. In one lesson, Year 1 pupils particularly enjoyed comparing the teddy bears used by their parents when they were young with those of today. By Year 2, pupils are beginning to understand the importance and reliability of evidence when studying an event such as the Great Fire of London. They understand how the fire started and why it was so devastating. The written work is good and includes accurate sequencing of the main events of the fire in chronological order. Pupils also acquire an understanding of how famous people from the past have changed things for the better by studying people such as Florence Nightingale.

146. The quality of teaching and learning are good. This accounts for the improved standards. Lessons are planned well to meet the needs of the pupils and hold their interest, ensuring that they are attentive and kept on task. Teachers show confidence in teaching the subject, use appropriate vocabulary, focus well on historical skills and use a wide range of methods that bring history to life for their pupils. They enable pupils with English as an additional language to overcome cultural barriers quickly and these pupils soon show the enthusiasm that other pupils have for the subject and enjoy being young historians. Effective pace is maintained through a range of activities and this, together with the pupils' good attitudes, results in good progress. Once assigned to a task the pupils apply themselves diligently. Regular review of previous work, including relevant vocabulary, reinforces pupils' factual learning so that their recall is consolidated. Strengths in the teaching of history and its effect on learning were evident in a Year 2 lesson about the Great Fire of London. The teacher skilfully took on the role of an eyewitness to the fire to bring history alive for the pupils. This activity made a very good contribution to the pupils' speaking and listening skills. In the same lesson the pupils were encouraged to think about the reliability of evidence and to consider the sort of information Samuel Pepys wrote in his diary. The teacher's own good understanding of the subject and the tasks provided caught the imagination of the pupils so that they maximised their learning.

147. A useful policy supports the teaching of the subject and the school makes good use of the units of work in the nationally recommended guidelines to provide a broad and enriching curriculum. This is a significant improvement since the school's last inspection when it was reported, 'the curriculum is not sufficiently broad, nor is it taught often enough to ensure that pupils begin to build a coherent understanding of the past'. The management of history is shared effectively between three members of staff and is one of the reasons why the provision and standards have improved. Assessment in the subject and the opportunity to monitor classroom teaching are insufficiently developed at the moment but both have been targeted for action in the near future. History gives good support to the teaching of literacy, for example, discussing issues, giving presentations to the class, writing in different forms and using text to research for information. Resources for the subject are good, apart from those for information and communication technology, which is limited and, in general, not subject specific. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. This is done by developing pupils' understanding of the legacy of ancient civilisations to modern society, discussions about the morality of actions carried out in the past and opportunities to consider how the gods played a part in influencing the life of mortals. Curricular provision is enriched by visits including the British Museum, Bethnal Green Childhood Museum, Museum of London and a local Victorian Walk.

INFORMATION AND COMMUNICATION TECHNOLOGY

148. By the time pupils leave the school at the end of Year 6, standards are below those expected. Standards are also below expectations at the end of Year 2. However, pupils' progress is satisfactory given their low starting point. The school has made determined efforts to develop the use of computers in class and is using the national guidelines for the subject. Teachers have also received training. The school has been successful in acquiring funding for a dedicated computer room. However, lack of computers overall and some gaps in teaching to the curriculum hamper the school's best efforts to fully develop pupils' capabilities in information and communication technology. Progress has been made in improving the computer hardware which was described in the last report as 'old, unreliable and prone to breakdown'. It is now more up to date and reliable. Progress in developing the curriculum has not been as good, and the control and modelling and data handling aspects remain insufficiently covered. Standards are similar to the last inspection at the end of Year 2, but have fallen at the end of Year 6, where they were average because of this continuing gap in pupils' knowledge and understanding.

149. During lessons pupils make sound progress with their learning. Teaching is mostly satisfactory but there are examples of good teaching. In a Year 1 lesson, for example, the teacher gave very clear instructions on how to use a word bank program. The teacher had good relationships with pupils and expected, and achieved, high standards of behaviour. As a result,

pupils listened very well and extended their understanding of how to use the computer and the software. Pupils in Year 6 achieve well in their lessons. Other examples of the good use of computers include Year 5 pupils who are currently involved in a project with a school in New York. As a result, pupils are developing a sound understanding of the Internet and can log-on to the network with confidence, draft messages and exchange these with others.

150. Right through the school, pupils use the computer suite to work independently with software designed to help their literacy and numeracy skills. Pupils are motivated well by these activities and are keen to do well. Indeed, this sums up pupils' attitudes to computers. They enjoy using them immensely, work hard to improve their work and always treat the equipment with great respect. Their level of basic skills in using computers, such as using a mouse and keyboard, is good but the nature of the program means that it contributes little to developing pupils' broader information and communication technology skills. The teaching of this particular aspect is good: although the software requires little input from the teacher, the learning support assistant provides just the right amount of help when it is needed. Assessment is used well too, to ensure that the level at which pupils are working is suitable and extends their literacy and numeracy skills sufficiently.

151. There are examples of using information and communication technology to support their work in other subjects. In science, for example, pupils use sensors to monitor and record changes in the outside temperature and computers are used extensively to support work in English and literacy. Year 6 pupils visited the newsroom of a daily newspaper, for example. With the newspaper's help pupils have produced their own paper. Gifted and talented pupils have also used a desktop publishing program to produce their own news sheet. The quality of this is good and pupils have a sound knowledge and understanding of word processing which they apply well to a variety of activities. Pupils in lower years use a 'roamer' and have a good understanding of how to give it instructions to make it move forward or backward and turn left or right.

152. Leadership and management are satisfactory. There is a good understanding of the priorities for information and communication technology and there have been some important improvements in equipment and facilities. However, the gaps in the curriculum mean that there has been limited improvement in standards.

MUSIC

153. Attainment is very good: most pupils attain much higher than the expected levels at the end of Years 2 and 6, mainly due to the consistently high quality of effective teaching. Pupils with English as an additional language and those with special educational needs make very good progress and are supported well. At the last inspection, music was seen as a strength and it has continued to improve. Many initiatives have contributed to this growing success. The school now employs two specialist music teachers for a total of two days each week. They work with all classes, including the nursery. This leads to good continuity in the curriculum and teaching. Since the last inspection peripatetic instrumental teaching has been introduced: 'taster' sessions are available for all pupils in the school. Pupils who show particular potential are encouraged to study music at the Saturday School. Lambeth Music Service is now sited at Bonneville and this has led to increased access to instruments and relevant staff expertise. Musicians often visit the school and this enhances the curriculum. Recent visitors include an Afro Latin percussion group and a small opera company.

154. The music programme is enriched by a very wide range of activities outside of school. The school choir have performed at the South Bank three times and have produced a CD which includes classical and contemporary songs. Pupils from Bonneville are joining with two other schools in Lambeth to produce a CD with some contemporary pop musicians.

155. By the time they are in Year 6, pupils have built successfully on the skills and knowledge that they learnt when they were younger. They work attentively whilst using instruments. For

example, they practise and refine playing rhythms on a variety of drums as they play compositions together. In Year 5, pupils are able to follow rhythms that have been written as a sequence of notes. In groups, they manage the challenging activity of playing different rhythms at the same time as they produce a class composition. Pupils use musical vocabulary such as pitch, rhythm, dynamics and timbre confidently.

156. By Year 2, pupils have learnt to organise sounds of musical instruments in certain ways. For example, in small groups they composed short pieces to convey the atmosphere of ants moving. Pupils rehearsed their piece diligently and performed it confidently whilst others listened attentively. In Year 1, pupils learn how to vary the duration of notes on instruments. Through a combination of exploration and watching demonstrations from the teacher, pupils became skilled in stopping notes, for example, by touching the strings on a guitar as notes were being played. By the end of the lesson, many pupils were able to use the words 'vibrate' and 'vibrations' appropriately.

157. Singing is part of music lessons and school assemblies. In one infant assembly a pupil from a Reception class stood up and sang solo confidently; the other pupils listened attentively.

158. Teaching is very good. Lessons are planned carefully to build on pupils' knowledge and skills. Teachers focus the pupils' learning by sharing the objectives of lessons with them. Expectations are high and made clear to pupils. For example, in a Year 2 lesson pupils know they must compose a piece by working collaboratively and their composition must have a beginning and an end. In some lessons, teaching is excellent because of the challenging and interesting activities. The pace of the lessons is carefully matched to the age and ability of pupils. Specific skills are well taught, for example, how to hold instruments appropriately. Pupils learn through watching the teacher model how to play instruments and through experimenting. In Year 1, pupils explore how to make long and short sounds on a variety of instruments. The teacher skilfully uses the pupils' own ideas as a teaching method. For example, pupils make sounds they hear around them and then alter the duration of them.

159. In all the lessons observed, teachers' expectations of pupils' behaviour were explicit, requiring very little time to be spent on the management of pupils. Pupils' attitudes in lessons are excellent. Very good use is made of resources, particularly the wide range of percussion instruments. Information and communication technology is used effectively. For instance, Year 2 pupils listen to tape recordings of their performances in order to refine and improve them.

160. The co-ordinator provides very good leadership and manages the subject well. There is a clear vision for how the subject will continue to improve. The development plan includes new initiatives, such as pupils' collaboration on the Black Songwriters Project, which will be funded by the Education Action Zone. Computer software for composing skills is to be purchased. By summer 2003 the music team will have developed a system of assessment.

PHYSICAL EDUCATION

161. Standards attained are average in Year 2 and good in Year 6. This is an improvement since the last inspection. There is no difference in the standards achieved by girls and boys. Pupils with special educational needs and those from minority ethnic groups are supported and achieve well. All pupils are included in all aspects of the subject.

162. The school uses the national subject guidelines to support planning and to ensure that statutory requirements are fully met. The school has also produced a supplementary scheme of work that ensures that pupils have time to practise the physical skills they have acquired. Pupils in Years 4, 5, and 6 go swimming at a local pool. A record is kept of different awards achieved by each pupil. Most pupils are able to swim 25 metres by the end of Year 6.

163. Pupils in Year 1 and 2 are enthusiastic to take part in games. The teaching of skills such as accurate throwing, catching or dribbling a ball are taught particularly well and this means that all pupils can contribute effectively to games. They show an understanding of the rules of a game,

although opportunities for pupils to evaluate their own performance or that of others is limited. Teachers' knowledge and understanding is good. Some teachers give useful feedback to pupils about their games skills to help them improve, but this is not a consistent feature throughout the school.

164. The quality of teaching and learning in the lessons seen is good overall. In one gymnastics lesson in Year 5, the teaching was excellent because of the challenging activities and the way pupils were involved in evaluating and improving their performances. Pupils worked very well together in small groups, discussing, practising and perfecting sequences on small apparatus. As the lesson progressed there was noticeable improvement in pupils' abilities to balance, jump and roll. Pupils achieved very well because the teacher continually assessed their performances and then provided them with new challenges on how to improve. Opportunities to teach pupils new skills, such as how to land, somersault and then stand, greatly contributed to the progress. In some lessons, pupils spent too long waiting for their turn on equipment or for other aspects of organization to take place. This resulted in a slower pace to lessons and led to lesser improvement of skills. Year 3 and Year 4 pupils demonstrated an improving understanding of attack and defence during their games lesson. The teaching was effective because the principles of the game were introduced before the lesson and throughout the game. The teaching assistant contributed greatly to these lessons by either coaching a small group of pupils in developing throwing skills, or by reminding pupils of tactics at relevant points in the lesson.

165. In all lessons seen, warm up activities were used effectively. Very good behaviour management ensures that pupils have very positive attitudes to the subject and behave very well. Throughout the school pupils dress appropriately for physical activities. Staff are good role-models for physical education: before taking lessons they also change into appropriate clothes and footwear. This helps to raise the profile of physical education in the school and encourages the full participation of all the pupils.

166. The two co-ordinators provide good leadership and manage the subject well. Since they have taken on the post this year, the improvement in resources across the school has contributed to a rise in standards. The playgrounds are fully used for a broad range of activities and games. There is a clear vision of how physical education in the school will continue to improve. Initiatives include the introduction of assessments of pupils' progress and the monitoring of teaching. Part of the budget has been made available for resources that will support pupils with specific needs, such as equipment for pupils who are visually impaired. This reflects the school's positive attitude to inclusion. Activities outside of school time are planned to begin in January 2003. The school has applied for a grant to improve the playground areas and thus the sports provision in the school. In the summer months the older pupils in the school use Clapham Common for games.

RELIGIOUS EDUCATION

167. There have been excellent improvements in religious education since the last inspection. In 1999, attainment and progress in Years 2 and 6 were below expectations: they are now above. Teaching was unsatisfactory: it is now good overall. Pupils' attitudes to learning were satisfactory: they are now very good.

168. Year 6 pupils have very good knowledge of beliefs, prayer, way of life, sacred books, and important times, buildings and places in both Christianity and Islam. They understand, for example, the importance of the four weeks of Advent during which Christians prepare for Christmas and the four weeks of Ramadan during which Muslims fast. They can draw parallels between Christmas celebrations and Eid-ul-Fitr, the Islamic celebration of the end of Ramadan. Pupils understand the importance of prayer, and know that there are special times for prayer. They know, for example, that Muslims have five special times during the day when they pray and that it is important to observe a good code of conduct in preparation for prayer. Pupils' knowledge of Hinduism and Judaism is sound: they understand, for example, the importance of Diwali for Hindus and Hanukkah for Jewish people, but have not acquired broader knowledge of these religions.

169. Children in Year 2 know the Christmas story and that Jesus is the Son of God. They understand that Christians believe that God made the world and He loves and protects everyone. They know that the name used by Muslims for God is Allah whom they believe also made the world and loves and protects everyone. They also know that the Bible is the holy book for Christians and the Muslim holy book is the Qu'ran. Many know the Hindu story of Rama and Sita and have read about the adventures of the monkey god Hanuman.

170. Teaching is good overall. Lessons are well planned with clear learning objectives. Teachers show good subject knowledge in the ways they teach religious education. They take every opportunity to point out similarities between religions and explain common features. For example, they point out the importance of light in Advent, Diwali and Hanukkah and how light represents happiness and love. Teachers have high expectations of pupils and they manage them well. Pupils show a good deal of interest in lessons. Their attitudes to learning in religious education are very good.

171. The religious education curriculum is good and meets the statutory requirements. Resources are good. Assessment procedures are not in place yet but they are being developed as a part of the current school development plan. Improved coverage of Sikhism and Buddhism will enhance pupils' attainment further. Religious Education is led and managed well.