

ERRATUM SLIP

Herbert Morrison Primary School

Unique Reference Number: 100604
Contract Number: 256398
Date of inspection: 15/09/03
Reporting inspector: Gail McLean

INSPECTION REPORT - the following paragraph should read as follows:-

The following paragraph appears on page 7 of the full report and page 2 of the parents summary report. The amendment is in the last sentence:

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils are very keen to come to school. They behave very well and show high levels of enthusiasm for their work. They sustain concentration, persevere and do their best. Attendance is good when seen against the national picture but it is above other Lambeth schools.

INSPECTION REPORT

Herbert Morrison Primary School

London

LEA area: Lambeth

Unique reference number: 100604

Headteacher: Eileen Ross

Lead inspector: Gail McLean

Dates of inspection: 15 – 17 September 2003

Inspection number: 256398

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	225
School address:	Hartington Road Lambeth London
Postcode:	SW8 2HP
Telephone number:	(020) 7720 3439
Fax number:	(020) 7627 8488
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Bowyer
Date of previous inspection:	21 st September 1998

CHARACTERISTICS OF THE SCHOOL

Herbert Morrison Primary School is about the same size as other primary schools with 225 pupils on roll. There are more boys than girls although the balance is more even in the Foundation Stage and Key Stage 1 than in Key Stage 2. The school serves an area in the north of the Borough of Lambeth. This is an area of low affluence which accounts for the much higher than normal percentage of pupils eligible for free school meals (46.8 per cent). The school's composition is similar to other city schools in that pupils come from a rich diversity of ethnic backgrounds; over half are Black or Black British, just over a quarter are White British or of other White backgrounds and just under a quarter are from other ethnic minority groups. A significant proportion of pupils have English as an additional language. Almost 40 are supported through the Ethnic Minority Achievement Grant (EMAG) funding and just over half of these are at a very early stage of English language acquisition. The school supports about the same proportion of pupils with special education needs as other schools (18.9 per cent) and there is a comparable number with statements of special educational need (1.3 per cent). In the main, pupils stay at the school from age 3 to 11. The number of pupils who leave or join the school in between times are relatively few. However, some year groups are affected more than others by pupil mobility. Attainment on entry to the school's nursery is well below average and although children make good progress, few are able to reach the expected levels for children at age five.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21650	Gail McLean	Lead inspector	English, science, information and communication technology, physical education
9561	Husain Akhtar	Lay inspector	
15138	Theresa Mullane	Team inspector	Mathematics, art, design and technology and music
18935	Chris Bolton	Team inspector	Foundation Stage, geography, history and religious education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Herbert Morrison Primary School is a very effective school with some pockets of excellence. In relation to other schools in Lambeth and similar schools across Britain it has sustained high standards of achievement over several years. This strong position is due to very effective teamwork, commitment to continuous improvement and significant emphasis on equality for all. It provides very good value for money.

The school's main strengths and weaknesses are:

- The excellent ethos which supports pupils effectively so that they have very good attitudes to learning, behave very well, respect one another and use their time in school productively
- Well above national average standards in science at the end of Key Stage 2
- The excellent curriculum enrichment programme which is reflected in the high standards achieved in art and design and music
- Given the potential demonstrated in science, standards in English and mathematics could be even higher

Overall, improvement since the last inspection has been good. The key issues identified in the inspection which took place in 1998 have been addressed well. Robust systems are in place to monitor and evaluate the school's work; including the quality of teaching, learning and the curriculum offered to pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	E	D	A
mathematics	D	C	D	B
science	C	E	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils enter the school with below average attainment, especially in their language and social skills. The school works hard to improve these standards year on year so that **pupils' achievement is very good overall**. The table shows pupils' standards at Year 6 in 2002 were below the national average in English and mathematics. However, in comparison to other similar schools pupils at Herbert Morrison School did well in mathematics and very well in English. The picture is even better in science because standards are well above average in all respects. The results for 2003 indicate that the standards in science have remained at a high level and the gap between English, mathematics and science has reduced with pupils doing well in all three subjects. The school exceeded its targets in 2003

Standards at Year 2 vary considerably depending on the composition of each year group. Standards are generally better in mathematics than English. Within English, standards are usually better in writing than reading. In 2002 there was a significant number of pupils with special educational needs and standards fell to well below national averages. The results for 2003 show some improvement with standards moving closer to the national average level.

Children in the Foundation Stage make good progress in relation to their low starting point but very few are likely to reach the goals expected of children at the end of the reception year.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils are very keen to come to school. They behave very well and show high levels of enthusiasm for their work. They sustain concentration, persevere and do their best. Attendance is satisfactory when seen against the national picture but it is above other Lambeth schools.

QUALITY OF EDUCATION

The quality of education provide by the school is very good. Teaching and learning are very good overall. There is a high degree of consistency throughout the school. Teachers' morale is high; they are enthusiastic about their work and have high expectations of their pupils. Pupils respond by co-operating, being trustworthy and working hard. Teachers do their best to bring out the most in all pupils. As a result, the school meets the needs of its pupils very effectively and they achieve highly. The curriculum is carefully constructed so that it is relevant to the culturally diverse groups within the school. Pupils' learning is highly enriched in lessons and other activities, this contributes particularly well to the standards achieved in music and art and design. Expertise and resources within the school and community are used very well to promote learning. The classrooms and outside areas are well organised to give pupils a good range of experiences. The care and support of pupils is very good and is based on secure monitoring information. Any problems are identified early and appropriate remedial action taken. The school has rightly identified the need to involve parents even more fully in the education of their own children.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The excellent lead taken by the headteacher effectively inspires and motivates her team of colleagues. There is a very strong commitment to running a fair and inclusive school. All staff are encouraged to use their initiative to respond to the actual needs of their pupils and remove barriers to learning. This is reflected in the achievements of pupils throughout the school. The staff are clear about the school's strengths and weaknesses. They demonstrate a very strong commitment to the school and show willingness to improve on their own personal best. Governors are perceptive. They fulfil their roles sensitively but with due regard to rigour. Resources are used effectively and the school's finances are managed well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school. They feel their children make good progress, the teaching is good and staff are approachable.

Pupils like school and they think they work hard. They appreciate the work of the adults in the school and pupils think teachers and classroom assistants help them to do well. They particularly like music, science and art.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Continue to improve standards in English and mathematics
- Maintain high standards in science, art and music
- Continue to seek ways in which parents from all backgrounds and minority ethnic groups can be effectively involved in the education of their own children.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, taking into account levels reached in all subjects, attainment is about average. Pupils achieve very highly in relation to their low starting points, especially in English, mathematics and science. There is no significant difference in the standards achieved by boys and girls or those from different backgrounds and ethnic groups. The school exceeded its targets in 2003.

Main strengths and weaknesses

- Children get a good start in the nursery and reception class and make good progress
- Standards at Year 2 although generally below average represent good levels of achievement
- Standards of attainment in science are well above national averages at Year 6
- Standards of attainment in English and mathematics at Year 6 could be closer to those in science and therefore closer to the national average for these subjects
- Standards in art and music are high throughout the school.

Commentary

1. Children are assessed on entry to the nursery and when they start school. The results of these tests and inspection findings show that attainment is well below average for three year olds; especially in the areas of language and literacy. These low levels in literacy hinder the children so although they make good progress, few reach the expected levels for children at the end of the reception year.

Key Stage 1

2. Pupils continue to make good progress in Years 1 and 2, achieving well. They build effectively on the gains made in the nursery and reception class and achieve as well as they can. However, standards of attainment in reading, writing and mathematics generally remain below national levels. The standards appear to have fallen to well below national levels between 1999 and 2002 but the results in these years were adversely affected by an increase in the number of pupils with special education needs (SEN). There was also a small but significant number of refugees and asylum seekers coming into Key Stage 1 at that time who had little English. The results for 2003 show a slight improvement on past standards and the work observed during the inspection indicates a marked improvement for pupils currently in Year 2.

Key Stage 2

3. The hard work and progress made in Key Stage 1 underpin and contribute to the success in Key Stage 2. Pupils continue to make good progress year on year so that by the time they leave the school at Year 6, pupils achieve highly. This is evident in the school's test results which are above or well above those of other local and similar schools.
4. Standards in English, mathematics and science have been gradually improving over the past few years, although there was a slight dip in mathematics in 2002. Standards in science have improved at a more rapid rate than in English and mathematics. The most recent test results (2003) show that standards in science have remained at a high level. Furthermore, the results indicate that the gap between the subjects has reduced considerably in 2003. For example, the number of pupils achieving Level 4 or above in the tests are the same for mathematics and science. The inspection evidence indicates that standards for this year are comparable to those achieved in 2003. Therefore, indications are that this upward trend is likely to continue.
5. Although national test results indicate that there may be differences in the attainment of boys and girls, the inspection findings reveal that they do equally well in all National Curriculum

subjects. Across the school, lower attaining pupils and those identified by the school as having special educational needs make good progress in relation to their prior attainment. They are well supported by both teachers and learning support assistants. They are offered work providing appropriate challenge and the tasks set for them closely mirror those offered to other pupils. This ensures that they feel included in all activities. Higher attaining pupils at Year 2 do reasonably well in writing but could do better in reading and mathematics. At Year 6 higher attaining pupils do very well in science but this is not always replicated in English and mathematics.

6. Differences in standards attained by pupils from different ethnic groups are difficult to explain as the numbers involved each year are quite small. However, the school's assessment records are detailed and differences in attainment for individual pupils are well founded. They also show that these pupils, in line with other groups, achieve well relative to their prior attainment.
7. Taking all inspection evidence into account standards in art and music are above average throughout the school. This is due in large part to the enthusiasm of teachers and the excellent enrichment programme offered to pupils.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.6 (25.3)	27 (27)
mathematics	26 (26.8)	26.7 (26.6)
science	29.9(27.3)	28.3 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are very good. This is a strength of the school and there has been a significant improvement since the last inspection. There has also been very good improvement in pupils' spiritual and cultural development. This was found to be satisfactory before and is now very good in relation to spiritual development and excellent in relation to cultural development. Overall, spiritual, moral, social and cultural development is very good. Attendance overall is satisfactory.

Main strengths and weaknesses

- pupils develop a mature and responsive attitude towards others
- relationships are very good
- the school's concern to develop pupils' spiritual, moral, social and cultural awareness permeates the life of the school.

Commentary

8. Pupils enjoy coming to school and in most lessons they find the work interesting and challenging. They listen to instructions carefully, concentrate on the tasks they are given and contribute well to discussion. Pupils work well independently, and also in pairs and small groups where they share ideas and collaborate on tasks. Pupils also enjoy the very wide range of outside visits such as trips to museums and theatres and opportunities to meet visitors to the school, including artists and musicians. These events contribute very well to the pupils' personal development.

9. Pupils are very well behaved in classrooms and settle quickly to their lessons. This ensures a prompt start. Pupils move around the school in an orderly manner and greet visitors politely. At lunchtimes and in the playground pupils are very well behaved and are well supervised.
10. Pupils sensibly and willingly carry out a range of jobs within their own classrooms and across the school. Older pupils have a keen sense of responsibility for younger ones, helping them if they are in difficulty. Regular meetings of the school council provide a very good forum for discussion and allows pupils a voice in making decisions that affect them.
11. Relationships between pupils and between pupils and adults in the school are very good. Staff know pupils well and are happy to talk to them if they have any concerns or problems. There is a high level of mutual respect at the school and pupils are encouraged to develop their self-esteem. Achievements are always recognised and valued. For example, in a Year 6 geography lesson, a pupil succinctly explained a significant aspect of the 'water cycle' and was spontaneously applauded by his classmates. Pupils with special educational needs and English as an additional language are fully included and contribute well to lessons and activities.
12. The pupils' spiritual, social, moral and cultural education is thoughtfully interlinked. It provides a climate in which mutual respect, cultural traditions, values and beliefs can flourish. Through many aspects of the curriculum, such as art, music and poetry, pupils gain a sense of the wonder of life. The youngest pupils, for example, gaze at the height of the sunflower they have grown as it towers above them. The well-cared-for garden with its pebbles and flowering shrubs is an area of tranquillity, which encourages reflection and wonder. Assemblies make a very good contribution to pupils' spiritual development. Music is used very well to create a sense of special occasion. Moments of stillness and quiet are used to good effect for pupils to think about important values, such as 'kindness'. Pupils also develop an awareness of their own and others' beliefs in their religious education lessons. For example, older pupils study the beliefs of God held by Martin Luther King. Moral values are taught through discussions, such as exploring ideas about 'caring' and 'trust' through their own experiences. Such issues are specifically planned for in the personal and social education programme.
13. There are excellent opportunities for pupils to become aware of their own cultural heritage. Pupils have access to a wide range of literature, including poetry, from popular authors, as well as classical literature. They listen to, discuss and perform good music. They begin to appreciate, recognise and paint in the styles of famous painters. There are very well planned opportunities to study a diversity of cultures throughout the school. For instance, Year 6 pupils learn about famous black people such as Mary Seacole in their history lessons. Pupils study world faiths. They learn, for example, of the symbolism associated with the artefacts of the Jewish faith. There are regular visits by parents to the school to talk to pupils about their own cultural traditions. High quality displays of pupils' work and resources show the school highly values the cultural traditions of families represented at the school.
14. The youngest pupils in the Foundation Stage have settled into school well and are developing good attitudes to learning, responding positively to the wide range of interesting and challenging activities provided.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	1.1
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

15. Attendance is good, being better than the national averages for authorised and unauthorised absence. The school's efforts to improve the rate of attendance are satisfactory. The school informs parents about attendance procedures and the attendance of their children on a regular basis but absences are not pursued by contacting parents immediately. Authorised absences are mainly for medical reasons and account for the majority of missed days. Unauthorised absences, about twice the national average, are mainly due to a few families who take children on extended holidays during term time. Pupils come to the school promptly and pupils' punctuality for lessons is good.
16. The school has had little cause to exclude pupils because the ethos and support offered to pupils enables them to meet the requirements of school life very well.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White - British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
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 of pupils on roll
46
16
12
4
6
7
3
33
87
2
6
3

Number of fixed period exclusions	Number of permanent exclusions
1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is very good.

Teaching and learning

Taking into account all inspection evidence, the quality of teaching and learning is consistently very good. This is an improvement on the findings of the previous inspection. The school has a well developed work ethic and as a result pupils work very hard, do their best and achieve highly.

Main strengths and weaknesses

- consistency in relation to managing pupils' behaviour, which contributes significantly to their personal development
- punctual start to lessons and brisk pace which allows maximum time to be spent on learning
- imaginative lessons which make learning memorable and knowledge easy to recall for pupils
- teachers' subject expertise in science, art and music which leads to good standards
- some aspects of mathematics could be taught more often and to a great depth

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (25 %)	14 (58 %)	4 (17 %)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

17. The very high standards in teaching have a positive impact on learning. The emphasis placed on mutual respect and celebrating cultural differences of pupils at the school is a great strength. Pupils' views are that they feel valued and get a fair deal. This promotes good attitudes; especially to learning, and is successful in preventing any anti-academic culture from developing in the school community.
18. Lessons are characterised by a calm purposeful atmosphere with pupils listening carefully, engaging in tasks and learning effectively. Teachers' high expectations of behaviour and their insistence on good manners at all times underpins this very good position. Teachers consistently implement the school's policy and are firm but fair. Consequently pupils know what is allowed and co-operate fully so that minimum learning time is lost through managing misbehaviour. For example, in literacy lessons and numeracy lessons, expectations are made clear, tasks are explained carefully and pupils know how long they have to complete each activity. Therefore, they do not disturb teachers or support assistants who are working with individual pupils or small groups. This focus on learning helps pupils to progress at a good rate.
19. Teachers plan and prepare lessons very carefully. They choose appropriate activities and good quality resources which appeal to pupils' ages, interests and levels of maturity. As a result, pupils are enthusiastic, alert and diligent. A good illustration of this was in a Year 1 science lesson where pupils were learning about the parts of the body. Drawing around an actual person (the smallest group of pupils in the class) to produce a life-size picture coupled with the judicious use of flashcards to label parts of the body ensured that pupils were fully engaged and inspired to learn. Furthermore, the linking of the key skills of reading, writing, speaking and listening promoted learning in literacy as well as science.

20. Although learning in the main is based on relevant, first hand experiences for pupils, especially in art and science, opportunities are sometimes missed to make learning even more relevant to pupils through **short bursts** of role-play, practical work and investigations. For example, a significant number of pupils were limited in their ability to offer a suitable range of verbs which could be used when writing about the game of 'conkers' because they had not actually played this game themselves.
21. Teachers are highly aware of issues related to inclusion. They are sensitive to the potential underperformance of boys. As a result they choose themes which appeal to both girls and boys or provide suitable choices in lessons. For example, in a Year 6 literacy lesson two poems were offered as a stimulus for learning and pupils were allowed to choose the one which was most appealing to them. As a result, pupils demonstrated enthusiasm for their writing, worked hard and produced good quality verse. Overall, there is no evidence to show that pupils feel any disappointment or disaffection in lessons.
22. Teachers teach pupils with English as an additional language (EAL) effectively. These pupils generally make good progress and achieve results which are comparable with their classmates. Speaking and listening skills are developed successfully and pupils are offered suitable aids to writing such as guides known as 'writing frames'. Visual aids and resources are culturally relevant, challenging stereotypical views. However, there are limited opportunities for pupils to use dual language books or speak in their first language, either with their peers or with bilingual adults. This limits the school in its ability to always ensure that these pupils are keeping pace with their academic potential.
23. Pupils with SEN are taught well throughout the school. They make good progress and achieve well given their prior attainment. They are fully involved in all lessons and teachers ensure that there is appropriate help available yet freedom to develop their own independence.
24. There is a positive, businesslike approach to lessons. They start promptly and although the pace is varied to suit the tasks the pace is sufficiently brisk to ensure pupils maintain interest and enthusiasm. Pupils' social and emotional needs are met well but personal problems and difficulties are not allowed to interfere with teaching and learning. The introduction of a family support worker has contributed to this good position so that teachers and pupils can focus on learning in lessons in the knowledge that personal problems and difficulties will be addressed effectively at other times of the day.
25. Written feedback to pupils, especially in Key Stage 2, frequently lacks sufficient detail to help pupils move forward. However, other forms of assessment are very well developed. The use of praise and oral feedback to pupils on what they have done well and what they need to do next to improve still further is well established and effective in lessons. Good use of questioning techniques helps teachers check on what pupils have learned and guides them in what to teach next. In a Year 4 numeracy lesson, the teacher expertly asked questions of pupils as part of a game to check levels of understanding and competence. Pupils are encouraged to reflect on their own learning and a notable feature of lessons is that they are asked to tell their teachers whether or not they need more help. This is done through the use of simple symbols such as the 'traffic light system'. Evaluation of progress made over time is thorough and teachers use the information successfully to modify their plans. Consequently, teachers and pupils are working together, gauging progress and setting challenging targets for future work. This contributes significantly to the achievements made by all pupils throughout the school.
26. Appropriate types of homework are set for pupils as they move up through the school. Parents are generally satisfied with the arrangements and teachers make good use of homework to extend and consolidate what is learned in lessons. The school has rightly

identified the need to offer even more guidance on what is expected and ways in which parents can help their children at home. For example, by translating guidance notes into the appropriate languages for the different minority ethnic groups represented in the school.

The curriculum

The school provides a **good** quality curriculum.

Main strengths and weaknesses

- The school's curriculum meets statutory requirements and fully meets the needs of its pupils.
- The enrichment of the curriculum is excellent.
- The very good accommodation and resources assist the school in teaching a stimulating curriculum.

Commentary

27. The school provides a broad and balanced curriculum that effectively meets the needs of its pupils and complies with all statutory requirements. Religious education is taught according to the locally agreed syllabus and collective worship is monitored carefully to ensure that the school meets its statutory obligations. The school has implemented both the literacy and numeracy strategies very well and uses national guidance and published schemes effectively to ensure that pupils have access to the National Curriculum. The only area where the school has identified that curriculum coverage needs to be improved is in some aspects of mathematics. Currently there is insufficient emphasis on aspects of shape, space and measures in Key Stage 1 and Years 3 and 4 in Key Stage 2. Effective links are made between subjects and this is done creatively through a series of themes. The school's detailed planning system ensures that, where subjects are taught within themes, that they retain a clear focus on the knowledge, skills and understanding that are an essential part of that subject. The planning also ensures that learning in each subject is structured in a systematic way.
28. The school seizes opportunities to enrich and develop a vibrant curriculum that reflects pupils' interests and their diverse cultural traditions. This is excellent. Pupils have access to high quality provision through a very well structured music and art and design curriculum. In addition, artists and musicians from a range of cultural traditions work with the pupils to develop their skills and to encourage creativity. The work with an opera trust led pupils to an appreciation of Verdi's 'Don Carlos' through acting, planning stage designs, performing some of the music and attending a performance of one of the acts. Similarly, work with South African musicians and artists developed an understanding of African drumming and art techniques. Visits to Battersea Park to view the work of Andy Goldsworthy encouraged Year 3 pupils to create their own sculptures in the park using twigs and leaves. School musicals, such as 'An Angel Like Me', created in co-operation with the author, shows pupils how enjoyable books can be translated into musical dramas in which their skills of singing, acting, dancing and playing instruments can be demonstrated.
29. The curriculum is also enriched by the good provision the school makes for learning outside the school day. Local sporting clubs help to develop the pupils' skills in cricket and football. The school also runs a homework club, various music activities and a gardening club which helps to maintain the attractive gardens that surround the school site. To encourage pupils to use the local Tate Library for research and homework, the school puts up displays in the building in order to create a familiar environment of pupils to work in when they are away from school.
30. Provision for pupils with special educational needs and those with statements of educational need is very good. Individual Education Plans are very detailed and fully meet the requirements of the new Code of Practice. The school demonstrates a considerable depth of understanding about the individual needs of pupils with special educational needs. This is

reflected in the way support is provided and work planned so that access to the full curriculum is ensured. In-class support is carefully planned and organised with learning support assistants so that it is of very considerable benefit to the pupils concerned. This means that pupils with special educational needs make good progress towards their targets. All pupils, including those with special educational needs, have full access to all activities within the school including educational visits.

31. The school is inclusive and is very effective in ensuring that all pupils have equality of opportunity and access to the curriculum irrespective of the ability, gender or background. Staff are mindful of individual and groups of pupils who may be at risk of not having appropriate learning opportunities, such as those with English as an additional language. They work hard and effectively ensure that all pupils are fully included in lessons and activities.
32. The provision for pupils' personal, social and health education is very good. There is a detailed policy which is reflected in the school's careful planning for this area of the curriculum. Sex education and drugs awareness are addressed through the personal, health and social education and science curriculum and taught in the context of a healthy lifestyle. Parents are made aware of the materials being used for sex education and know when lessons are due to take place.
33. The school does a great deal to prepare pupils for their next stage of education. There is a good level of liaison with the large number of secondary schools that pupils will be attending in their next phase of schooling. The school works very hard to develop pupils' understanding of working practices in secondary schools. A good example of this is the homework club that helps Year 6 pupils to adapt to the increased levels of demands they will encounter in their next year of schooling. Year 6 pupils also visit the closest secondary schools to use resources such as the computer suite and to gain some insights into how these schools are organised. Pupils are also taught survival and assertiveness skills so that they can face secondary school with a greater degree of confidence. Pupils from local secondary schools are invited to talk informally to Year 6 pupils on a regular basis. Year 7 students are encouraged to return to talk informally to their former school mates about their impressions of their new secondary school.
34. Overall the match of teachers and support staff to the demands of the curriculum is good. There are sufficient teachers and teaching assistants with appropriate qualifications to support pupils of a primary age. The school retains staff for long periods of time. This creates continuity and also helps to ensure that the benefits of in-service training can be monitored. There are curriculum managers for all subjects and aspects of responsibility. The site manager is very effective in maintaining and developing the whole site including the attractive gardens that surround the school.
35. The accommodation is very good overall. The building is welcoming and provides a pleasant and stimulating environment for learning. Attractive displays of work make the school cheerful and demonstrate the teachers' high expectations of the pupils. The school has good-sized classrooms and the hall is spacious and offers good opportunities for pupils to develop physical education skills. The outside areas offer good opportunities to develop games skills and knowledge and understanding in science. Regular health and safety checks are carried out for all pieces of equipment and areas of the school. The accommodation for Foundation Stage pupils is good.
36. In nursery and reception classes, resources are very good and enable children to make good progress in many aspects of their development. In Key Stage 1 and 2, resources support the curriculum effectively and help pupils to develop well.

Care, guidance and support

Care, guidance and support, good at the time of the previous inspection, are now very good. The school is vigilant about health and safety matters. Staff know pupils very well. Support to pupils is

available from a wide range of adults. Parents are confident that pupils, including refugees and asylum seekers, feel safe and secure. Pupils confirm this view.

Main strengths and weaknesses

- Staff take very good care to ensure pupils' welfare, health and safety
- Child protection arrangements are good
- Admission to the school and transfer to secondary schools is effectively supported
- Pupils' views are well gauged through the work of the school council

Commentary

37. Risks are regularly assessed. Fire drills and safety checks on equipments are well established. Good arrangements are in place for first aid, medical support and child protection issues. The headteacher, the named responsible person, is knowledgeable in child protection matters and keeps others informed about child protection issues. The school has good links with the support agencies. Pupils are carefully and very effectively guided on matters relating to their well-being through the curriculum and by visiting specialists such as the school nurse. Pupils' well-being is further supported by sex education and raising drug awareness - aspects of a well developed programme of personal, social and health education.
38. The staff provide a very supportive environment, ensuring that children new to the school settle into the school quickly. They warmly respond to pupils' personal needs and this includes supporting pupils who have unfavourable circumstances or have specific educational needs. Relationships in the school are very good and pupils are confident that they can approach a number of adults if they need help. The recent appointment of a family support worker is a good initiative to further support pupils and families. Good guidance is given to pupils about the next stage of their learning when they leave school. The teachers and support staff know the pupils well enough to monitor their personal development. The reporting system and regular staff meetings also provide further means to monitor pupils' development and set targets for improvement. This, along with informal monitoring of pupils' behaviour, provides a deterrent for any oppressive behaviour like bullying and racism.
39. Pupils are consulted through the school council. They feel that their opinions are taken seriously and the council achieves its purpose well.
40. Pupils with special educational needs are supported very well. The school has a thorough understanding of their needs and ensures that appropriate support is provided. Pupils' needs are identified early and external agencies are notified and involved if this appropriate. Class teachers monitor pupils' progress each term and identify those requiring additional support. Individual Education Plans are detailed and well written and include appropriate targets which are mostly linked to literacy and numeracy. Sometimes there is a target to help pupils to manage their behaviour or their attitudes to work. The school works effectively with a wide range of external agencies, including specialists who support pupils and the school. Arrangements for assessing pupils with special educational needs are very thorough. This is reflected in the good arrangements for tracking their progress.
41. When pupils who are learning to speak English as an additional language enter the school, specialist staff undertake detailed assessments that help identify the level of support needed by each pupil. This helps to ensure that pupils make good progress. Whilst these arrangements are very thorough, there is currently no element within this assessment process that enables the school to ascertain the level of competence that the pupils have in their first language. This restricts the school in its ability to ensure that all pupils are working at their top level of ability.

Partnership with parents, other schools and the community

The school's work with parents and other schools and colleges was judged to be satisfactory at the time of the last inspection. Partnership with parents is now good. It is very good with the community. Parents express confidence in the school and are happy with its work. Links with the community are very productive.

Main strengths and weaknesses

- Good links have been developed with parents through the induction programme, open door policy, consultation evenings and homework
- Communication with parents is good
- Strong links with the local community substantially enhance the curriculum
- Not enough guidance is provided for parents on how they can support their children's academic learning; especially reading

Commentary

42. The good partnership with parents assists the children to settle quickly in to school life and do well at the school. The school prospectus and the governors' annual reports are useful publications as they are clear, easy to read and meet statutory requirements. The annual report to parents contains details of what pupils have been doing in curriculum subjects but do not adequately inform them of what pupils should be doing, particularly with reference to the National Curriculum, levels or what parents can do to raise their children's achievement. However, good opportunities are available for parents to discuss their children's progress and how that can be improved at parent consultation sessions. Displays of subject plans for each term are helpful for parents to see what pupils are likely to be taught. Parents of children with special educational needs are well supported with Individual Education Plans that are regularly reviewed. Many parents regularly assist in school; their contribution is greatly valued by the school.
43. Parents actively support the children in all social activities they undertake. The school can rely on parents' support in dealing with problems related to their children's learning and development but not that well in keeping absences to a minimum. The school is already doing a great deal to involve parents in the life of the school and families appreciate the social events and information provide for them. However, more guidance is needed for parents; especially of younger pupils on how they can be actively involved in the education of their own children at home. For example, guidance on reading with children is not translated into the main languages of the minority ethnic groups represented at the school. This limits these parents in their ability to help with reading at home.
44. Links with the community make a very effective contribution to pupils' learning. For example, the Waste Watch and Gardenscape provide insight into environmental issues and the Spinnaker Trust supports with the collective worship programme. Many local groups support extra-curricular activities. The Healthier School Partnership promotes the awareness of healthy lifestyles, including relationships. Visits to places of interest and visitors to the school, such as the school nurse, police liaison officer and fire brigade support pupils' education and development. There are also good arrangements with many local secondary schools to ensure smooth transition from the school. The school provides student teacher and student placements. This additional group of adults helps to support pupils' learning effectively and provide an additional range of appropriate role models.
45. The school works very closely with parents of pupils with special educational needs and they are kept well informed about their children's progress. Any difficulties are discussed fully at an early stage and the school does a great deal of work with parents in helping them to

understand the nature of their children's special educational needs. Parents are appropriately involved in reviews of the children's Individual Education Plans and annual reviews. The school has started to put in place procedures for developing further links with the parents of pupils who have English as an additional language.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. There is a strong sense of teamwork between staff and governors and a clear focus on driving up standards.

Main strengths and weaknesses

- Perceptive governors, who fulfil their roles very effectively; showing due regard for the professionalism and integrity of staff
- Excellent leadership of the headteacher who is ably supported by the deputy headteacher
- Knowledgeable staff who work unstintingly for the school
- Focus on improvement supported by effective performance management and commitment to continuous professional development.

Commentary

46. Leadership is principled, well established and focused on ensuring equality of opportunity for all. Staff and governors are united in their goal of raising standards for the pupils they serve. The school's aims are very well met. The school is aware of the barriers to learning which exist for many of its pupils and there is a very strong commitment to removing these barriers so that all pupils achieve as well as they can. The school is very successful in its endeavours. This positive climate for improvement has come about through fitting leadership, modelled on the headteacher who inspires confidence. She effectively supports and challenges staff so that morale is high. As a result teamwork and leadership at every level is very good. Furthermore, the staff demonstrate enthusiasm for teaching, are ambitious for their pupils and take pride in their achievements.
47. The very strong leadership is evident in the excellent ethos of the school. Respect for others, good manners and insistence on good behaviour is a very striking feature of the school.
48. The very good leadership offered by key staff is reflected in the clear focus on standards and belief that pupils can achieve highly. This is effectively transmitted to pupils who work hard and meet the high expectations made of them. Teachers' own interests and talents are reflected in the imaginative curriculum and excellent enrichment programme provided for pupils. There is a 'can do' atmosphere in the school; staff encourage, support and influence each other so that energies are funnelled very effectively into making teaching and learning challenging but enjoyable and rewarding. One effect of such a stimulating working environment is that staff turnover is very low. This provides valuable stability for the school and its pupils.
49. The school rigorously compares its performance with those of other similar schools and schools in Lambeth. Standards of attainment and progress made by pupils are closely monitored and evaluated. The school's records over the recent past show that work in this respect is becoming ever more sophisticated and robust; resulting in increasingly accurate evaluations. Patterns identified, such as underachievement of boys, are noted and influence what is taught and how it is taught. Standard tests are used regularly to set targets for pupils and progress towards these targets are monitored regularly. Strategies for such time consuming work are considered carefully and simple but effective methods are used. For example, the literacy manager uses a simple grid and highlighter pens to record when pupils' targets have been met. This provides a quick, recording system and information is easily extracted.

50. Governors are very perceptive. They bring with them many skills and considerable expertise gained through their own walks of life which are used to the benefit of the school. They are actively involved in the life of the school; making regular visits, receiving detailed reports from leaders within the school and evaluating data provided by the local education authority. They are well informed about the school and help shape its direction.
51. The school's budget is managed very effectively. Financial controls and monitoring are very good. A few years ago, a significant deficit budget accrued but careful strategic planning and judicious spending have successfully overcome this difficulty so that in the last financial year the deficit was reduced to a much less significant amount. The school improvement plan is used effectively as a tool for managing change and bringing about improvements. The priorities and associated resources identified are entirely suitable and relevant to the school's position.
52. Governors assist the school in ensuring money is spent wisely and that pupils benefit from investment in goods, services and staff training. This is reflected in standards achieved by pupils and the high levels of satisfaction expressed by parents. The school consults effectively with pupils through the school council and has rightly identified the need to consult more widely with parents.
53. The leadership and management of provision for pupils with special educational needs are very good. Governors are kept well informed about this area. The co-ordinator has a very detailed understanding of the needs of the pupils and works well with staff to ensure that the policy is implemented so that the support for pupils is effective. Specialist agencies support the school well. All staff have received an appropriate level of training and the implementation of the overall policy is monitored very carefully by the co-ordinator.
54. The leadership and management of the provision for pupils who are learning English as an additional language are effective and ensures that pupils make at least good progress. There is an effective working relationship between class teachers and support staff who together help to ensure that these pupils feel engaged in school activities.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	734,441
Total expenditure	755,996
Expenditure per pupil	3617

Balances (£)	
Balance from previous year	18,984
Balance carried forward to the next	-2571

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is very good. The nursery and reception classrooms and the outdoor play area are well organised. They provide a bright and stimulating environment for children's learning. Teaching is very good throughout and this is an improvement since the last inspection when it was found to be good. Teachers plan effectively for all areas of learning and for the inclusion of all children, including the more able. Teachers use assessments continuously to monitor children's achievements and inform their planning. These observations are very comprehensive and well linked to provide a continuous system for tracking children's progress. Resources are used well to support children's learning. Teachers and support staff work very well as a team and provide very positive role models for children. The co-ordinators are knowledgeable and have a well-defined view for the continued improvement of the overall provision for children in the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPEMNT

Provision in personal, social and emotional development is very good. Most children start school with very under-developed skills in this area of learning and although most are unlikely to attain the Early Learning Goals by the time they enter Year 1 they do make good progress and achieve highly in relation to their low starting point.

Main strengths and weaknesses

- activities that encourage co-operative play are a regular feature of daily routines
- skills are developed quickly because teaching is very good
- more could be done to help parents understand the importance of good social skills and how to foster them at home

Commentary

55. When children join the nursery many play alone, or alongside others, but seldom together. Through the direct involvement of adults, children learn to take turns, share and play co-operatively. Relationships are very good and teachers expect children to behave well and work hard. All adults set a good example to the children. They take every opportunity to praise children for their effort and achievement. There is a good balance between directed and self-chosen activities and as a result children develop independence and seek the assistance of adults only when they really need it.

COMMUNICATION, LANGUAGE AND LITERACY

56. Provision in communication, language and literacy is very good. The vast majority of children start the nursery at a very low level for their age. Teachers are skilled at teaching the basic skills; pupils quickly respond and make very good progress. However, few achieve the Early Learning Goals expected for five year olds.

Main strengths and weaknesses

- children in the main have limited knowledge of books and writing
- most children use a limited vocabulary and talk using single words or short phrases
- more use could be made of strategies which help pupils with English as an additional language learn quickly by communicating in English and their first language

Commentary

57. Despite the high quality teaching and support they receive, most children are unlikely to attain the Early Learning Goals by the end of the reception year, and so will be below standards expected.
58. Activities are carefully planned to develop children's skills in speaking and listening, and to help them learn about books and the sounds that letters make. Every opportunity is taken by all staff to help children use appropriate vocabulary. For example, children in the nursery class explore the words 'behind', 'under' and 'on top of' through stories, focused group activities using pictures, and through their outdoor play. In the nursery, opportunities to help pupils practise writing letters and their names are fully pursued in role-play situations, such as 'The Baby Clinic'. During the inspection children in the reception class were beginning to link letters to the sounds they make. Children enjoy looking at books and listening to stories. They know how a book is organised and that print carries meaning. However, only a minority of children reach the expected level of skill in reading by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good. Children have very limited mathematical skills when they are admitted to the nursery but they make swift progress and well through good teaching.

Main strengths and weaknesses

- a good range of activities supports children's learning well
- good links are made between literacy skills and mathematical understanding
- parents could be more involved in supporting their children at home

Commentary

59. The majority of children are unlikely to attain the Early Learning Goals by the time they enter Year 1. However, they learn to count and use mathematical vocabulary through stories and number rhymes. For example, in the reception class pupils enjoy singing 'Ten in the Bed'. Most can count forwards and backwards up to ten. Some pupils understand 'one more' but others struggle with the idea. In the nursery children learn about shapes, for example, through jumping into circles and squares in their outdoor play. Teachers are skilled at asking questions that encourage children to think for themselves. In all activities there is a clear focus and children are well supported by adults.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good. Children's starting point is well below the expected levels in this area but teachers capitalise well on children's natural curiosity so that they quickly take an interest in the world around them.

Main strengths and weaknesses

- children make good progress and achieve well in relation to their starting point
- the range of activities and experiences stimulate children and motivate them to learn

Commentary

60. The activities planned for in this area of learning show that good provision is made in the nursery and reception class for developing children's awareness of the world around them. They have many opportunities to explore the natural and man-made world. For example, reception class children explore the tastes of fruit they have cut up. In the nursery children

assemble and join materials in a variety of ways using simple techniques. The cultural development of children is well supported through stories and assembly themes. They have access to computers and nursery children learn to control the keyboard confidently.

PHYSICAL DEVELOPMENT

Provision in physical development is very good. Children's attainment is below the expected levels in this area.

Main strengths and weaknesses

- the vast majority of children make good progress because the teaching is very good
- children experience a wide range of activities which supports their development effectively

Commentary

61. When children enter the nursery they show limited experience of handling small tools such as pencils and crayons. Although they can run and jump their general control and skills are below those expected for children of this age. Both the nursery and reception class have regular access to an outside area, which allows them to practise the skills of climbing and moving over and around large apparatus, where children show improving skills of control and co-ordination. The outdoor play area is secure and contains a good range of equipment. Very good use is made of this area to promote children's co-operative play in the nursery and reception class. Throughout the Foundation Stage, children use a range of drawing, writing and painting equipment with increasing skill.

CREATIVE DEVELOPMENT

Provision in creative development is very good. Children make very good progress and this is one area of learning where many children are likely to achieve the expected levels by the end of their reception year.

Main strengths and weaknesses

- the range of activities is very relevant and appealing for young children

Commentary

62. Good links are made between physical development and creative development activities. Lessons and tasks inspire children and they concentrate for reasonable periods of time. As a result children make very good progress. Paintings on show in the hall have been painted with care and sensitivity and are of a high standard. In the nursery children show good control over the paint they apply to their mural in the outside area. They learn how to manipulate and mould malleable materials and make models from found materials and construction toys. A good range of small toys and role-play areas, such as the 'Baby Clinic' promote children's imaginative development. Children enjoy singing songs and join in tunefully.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is effective as pupils achieve very well in relation to their starting point and in comparison with their counterparts in other Lambeth schools.

Main strengths and weaknesses

- the vast majority of pupils have positive attitudes towards reading and writing
- teaching methods are relevant to the pupils and generate high levels of interest in learning
- overall, pupils make good progress because their achievements are monitored, outcomes are evaluated and appropriate support is provided
- given the relatively high percentage of pupils with EAL, more emphasis could be placed on strategies which incorporate the use of their first language to enhance learning even further
- parents could participate more fully in the education of their own children; especially in relation to reading
- Given the potential demonstrated through standards in science, attainment in English could be even higher.

Commentary

63. Standards in speaking and listening are below the national average at Year 2 but by Year 6 they are close to those expected and pupils achieved very well in relation to their starting point. This very pleasing position is achieved through the emphasis teachers themselves place on speaking clearly and valuing the contributions and efforts made by pupils when answering questions, offering ideas and sharing experiences. A strength of the school is the use of strategies which encourage speaking and listening in short bursts during lessons, such as paired work known as 'talking partners'. During these focused sessions of one or two minutes, attention is given to the main vocabulary to be used and language structures needed. Girls and boys do equally well; as do pupils from different backgrounds. However, insufficient use is made of opportunities to allow pupils for whom English is an additional language to use their first language to increase still further their proficiency in understanding and using language effectively.
64. Pupils' skills and expertise in reading is built up systematically year on year. Standards attained in national tests are rarely in line with national averages at Year 2 or Year 6 but they are always significantly above those of other schools in Lambeth. Furthermore, the school's records show that pupils progress very well in relation to their own prior attainment. This good level of achievement is due to the well structured approach used to teach reading and the emphasis placed on reading as a worthwhile activity. For example, there is a good range of books for pupils to read themselves, a twenty minute session is dedicated to reading immediately after lunch for everyone and teachers read stories enthusiastically to pupils at the end of each day.
65. The vast majority of pupils are keen to read and this enthusiasm increases noticeably as they move up through the school. Pupils are encouraged to read at home and the school makes it easy for them to take home a wide selection of books. Some pupils do read regularly at home, especially when there are older brothers and sisters to help them. The number who are members of the local public library demonstrate that many are habitual readers with good reading habits by the time they reach Year 6. However, the lack of sustained reading practice sessions for younger pupils limits them in their ability to make more rapid progress and catch up with other children of a similar age. Furthermore, guidance offered by the school is not translated into the first language of all groups represented at the school. As a result, a small

but significant number of parents are not fully involved from the beginning in actively helping their own child to read at home. The school has rightly identified the need to encourage even higher levels of parental participation in reading with children as an area for development.

66. Writing skills are developed well throughout the school. Although results in the national tests standards do not always reach the national average, pupils achieve very well given their low starting point. Strength in the provision is that teachers chose texts, tasks and activities which appeal to the ages and interest levels of their pupils. In a Year 6 literacy lesson 'personification' was taught effectively through the use of two poems which captured the imagination of all the pupils. The resulting poems, written during the lesson, were interesting, lively and well executed. Although learning in Key Stage 1 is based on suitable activities, not enough is done always to link pupils' personal experiences to these activities so that learning can make as much sense as possible; especially for pupils with English as an additional language. For example, a good lesson on verbs in Key Stage 1 could have been even better if opportunities for role-play in connection with planting bulbs and playing the game of 'conkers' had not been missed.
67. The quality of teaching and learning is very good. The school's ethos underpins work in lessons very effectively. The relationships between adults and pupils are very positive and this leads to very productive literacy lessons. Pupils respond very well to the high but not unrealistic expectations teachers have of behaviour and conduct. This means that very little teaching time is lost through teachers managing misbehaviour. Teachers are consistent with pupils and act as very good role models, treating all pupils with respect. Consequently, there is a relaxed, calm atmosphere in most literacy lessons and pupils demonstrate that they feel safe, settled and valued. Furthermore, teachers show recognition of the knowledge and culture which each pupil brings to literacy lessons and as a result pupils show a strong sense of belonging to the class, good attitudes to learning and willingness to work hard.
68. Raising standards in English is a priority for the school. Targets for improvement in standards, teaching and learning are appropriate for the school's circumstances. Actions taken to identify and remedy specific areas of weakness are very well thought through and tackled systematically. Teamwork in English is particularly strong with roles for staff and governors clearly defined. For example, the SEN and EMAG support is immediately available and there is a partnership approach to deployment of additional resources. As a result, pupils' diverse needs are met very well by the school as reflected in the above average results at Year 6 when compared with similar schools.
69. A strength of the school is its approach to assessment and the way in which outcomes are being used more and more effectively to help pupils achieve as well as they can. Assessment and resulting provision for pupils identified as having SEN are very good. This is clearly demonstrated in the Key Stage 2 national test results for 2003 where only four pupils did not reach the expected Level 4. Differences in test performance of ethnic groups are difficult to explain because the numbers involved each year are relatively small. However, the school's records are detailed and explanations for differences in attainment for individual pupils are well founded. A measure of the school's success is clearly evident in the progress made by pupils in Year 4. In 2002 the national test results for Year 2 were well below average but through careful intervention and appropriate support standards have risen and are now about average.
70. At first glance it seems that since the last inspection standards have been falling, but the circumstances surrounding the pupils have changed considerably during the intervening years. There are now more refugees, asylum seekers and pupils at an early stage of learning English as an additional language throughout the school. The degree to which pupils come and go (known as the mobility factor) is relatively slight overall; however, movement is more marked in some classes. For example, it was particularly high for Year 2 in 2002. Only two-thirds of the pupils who took the Key Stage 1 test in 2002 had been with the school since they were five. The school's records show that they made good progress in relation to their starting point. Of the other third, all had entered the school mid-way through Key Stage 1 and all had special

needs. Therefore, given the changes, the complexity and trauma surrounding many pupils, and the low starting point, the school has been very successful in meeting the diverse needs of its pupils and improving its position.

Language and literacy across the curriculum

71. Work in literacy lessons is consolidated well in other subjects; especially in history, geography and science. All functions of writing are covered systematically. For example, describing things in geography, writing instructions for making products in design and technology and recording classifications in science show that skills taught in English are used to make learning relevant and interesting. All forms of writing are identified in the school's planning; writing letters, designing posters, composing prayers, labelling diagrams are but a few of the examples seen during the inspection. Presenting written work in interesting ways, such as making little books using rocket shaped paper for pupils to write space stories is a prominent feature of the school's work. This inspires and motivates pupils to work hard and take pride in their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are rising across the school and pupils make good progress
- 2003 Key Stage 2 results show significant improvement
- Numeracy is taught well
- Teaching is consistently good across the school
- Leadership and management are good
- Further work needs to be done to increase standards achieved in shape, space and measures in Key Stage 1 and Years 3 and 4
- Monitor how closely mathematics is used to support learning across the curriculum.

Commentary

72. Inspection findings are that standards in Year 6 are slightly above the national average due to consistently good teaching in Key Stage 2. Standards in Year 2 are about average. Whilst teaching is consistently good in Key Stage 1, the impact of pupils entering school with little knowledge of numeracy and a significant number learning English as an additional language is that results in the national assessments are lower although pupils have made good progress. This has contributed to standards being lower at Key Stage 1 than they were at the time of the previous inspection. Standards observed in mathematics are similar at Key Stage 2 to those observed during the previous inspection. However, the school now achieves these standards despite much higher levels of pupil mobility and greater proportions of pupils who are at an early stage of learning English.
73. In Year 2 standards are just below the national average in number. Standards in number are rising in Key Stage 1. Pupils demonstrated a higher degree of competence in their lessons than was apparent from the analysis of the work which had been completed by the previous Year 2 class. In lessons pupils showed that they were developing good mental recall skills and showed that many could add ten more to single digit numbers. More able pupils calculate change up to 30 pence by 'counting on' and recording their calculations as subtraction sums. Average pupils demonstrate similar skills with smaller amounts of money whereas lower attaining pupils were learning to 'count on' in order to calculate change for the toys they were trying to buy. The analysis of pupils' work indicates that standards in shape, space and measures are below average. Although their work shows some awareness of the properties of shape and measure accurately to the nearest centimetre, pupils are given few opportunities

to develop skills in this aspect of mathematics and this limits their progress. Standards in using and applying mathematics are average. Average and higher attaining pupils showed that they could represent their change calculations as simple subtraction sums and explain why their answers are correct. An analysis of pupils' work showed that they solved simple problems by using their numerical skills.

74. In Year 6 pupils are developing a good understanding of the number system and place value. They are developing quick recall of number facts and use mathematical language well to explain their ideas in mental mathematics sessions. Work shows that in Year 5 and 6 pupils use their understanding of place value to multiply and divide by ten and 100 and most show have an increasing understanding of the links between decimals, fractions and percentages. Year 6 pupils are starting to use brackets appropriately and average and higher attaining pupils could explain why they were using them. Analysis of pupils' books shows that they attain average standards in using and applying mathematics and data handling. They use mathematics to solve everyday type problems such as calculating reductions in special offers. They use and interpret line graphs accurately but appear to have limited opportunities to develop skills in data handling. In shape, space and measures pupils are approaching above average standards by the end of Year 6. While this is an area of weakness in the early years of Key Stage 2 when pupils appear to have insufficient opportunities to develop skills in this area, Year 6 pupils measure and draw angles accurately, identify acute, obtuse and reflex angles and understand and use the formula for calculating the area of rectangles.
75. In Key Stage 1 and 2 classes, teaching is consistently good and this means that pupils achieve well and make good progress. All teachers plan their work carefully and resources are well organised prior to lessons commencing. This helps the flow of the lesson and ensures that pupils have the materials they need for their work. Lessons follow the National Numeracy Strategy structure and teachers effectively plan their work and set suitable homework for pupils. Teachers throughout the school demonstrate a good knowledge of mathematics and use resources effectively to support pupils' learning. Teaching assistants and support teachers are well briefed and deployed efficiently. This ensures that those pupils with special educational needs or those who are at an early stage of learning English take part fully in the lessons and make good progress. Lesson objectives are shared with pupils and revisited in plenary sessions. This helps pupils to appreciate the learning and consolidate their understanding. Teachers use rigorous questioning to target and challenge pupils' thinking and to deepen their understanding. Skilled interactive teaching allows pupils to rehearse their responses before giving them which helps to reinforce their learning. In a Year 4 class, where very good teaching was observed, number games were used with a high degree of skill to engage and challenge pupils. Effective strategies such as these interest and motivate pupils so that they display very good attitudes to their work and work hard to develop new skills. This helps to promote good progress and to ensure that pupils achieve well given their capabilities.
76. The use of assessment to match work to pupils' abilities is effective and good practice is developing in this area. The school has introduced a 'traffic light' system which helps pupils and teachers to evaluate pupils' progress in lessons. This is used very well in the majority of classes. Pupils make honest assessments and teachers respond effectively to the pupils' evaluations by structuring work or providing a greater level of support in the next lesson. Pupils have numeracy targets and these are shared with pupils and parents although no reference was made to these in lessons seen during this inspection.
77. The leadership of mathematics is good. The subject leader knows the areas where the school needs to develop and provides a good level of support for her colleagues. Staff have received a high level of training to enable them to teach mathematics effectively and this is helping to raise pupils' standards in this subject. Teachers' planning and children's work are monitored very thoroughly but these activities are not always closely linked to issues that are emerging from the school's detailed tracking of performance data. There is a detailed action plan for the development of mathematics and the subject is well resourced.

Mathematics across the curriculum

78. Opportunities for developing mathematical and numerical skills across the curriculum are identified by the school. For example, schemes of work show that topics covered in design and technology provide opportunities for pupils to measure correctly and work was seen where line and block graphs were used to represent findings in science. This aspect of the school's work is reasonably effective but insufficient monitoring takes place to ensure that opportunities are exploited to the full.

SCIENCE

Provision in science is very effective with pupils achieving well above average results by the time they leave the school. Science is a strength of the school.

Main strengths and weaknesses

- science is highly regarded and enjoyed by both teachers and pupils
- practical activities underpin learning so that lessons make sense to pupils
- teaching methods are imaginative and lessons are memorable for pupils
- the level of challenge in lessons is realistic yet demanding

Commentary

79. Teaching and learning in science are very good. Teachers plan carefully around clear objectives for lessons and appropriate emphasis is placed on developing pupils' investigative and recording skills. New scientific vocabulary is introduced at a steady, controlled pace which does not overwhelm pupils.
80. Pupils throughout the school achieve very well in all aspects of the subject; especially at Key Stage 2. Pupils with SEN, EAL and higher attaining pupils do well. This is reflected in the 2003 national tests where all pupils who took the national test at Year 6 achieved at least Level 4.
81. Teacher assessment results for Key Stage 1 in 2003 show a marked improvement on those achieved in 2002. Nevertheless, the school's records show that both groups of pupils made good progress given their starting points. Pupils are very interested in the world around them and curious to find out more. The good start made in Key Stage 1 impacts positively on the results achieved at Key Stage 2. As pupils move up the school they are increasingly aware of the features of fair tests and become more competent at making predictions and recording outcomes.
82. Pupils enjoy science because their teachers present them with interesting, stimulating activities. For example, in a Year 3 lesson, pupils studying dental hygiene and tooth decay were able to handle large demonstration models of teeth and gums which showed the make-up of teeth and effects of decay. Furthermore, they successfully made a video about teeth and looking after them using the school's information and communication technology. This technology included a screen called an interactive white board and video recording equipment. The pupils were very well behaved, totally engaged in learning and co-operated effectively with the teacher and each other throughout the lesson. This stimulating approach to teaching and learning is typical of the methods used throughout the school to make learning in science relevant to pupils and enable them to recall key pieces of information easily.
83. Since the last inspection, standards have risen rapidly, although there was a dip at Year 2 in 2002 due to the number of pupils with special educational needs in the group at that time. However, these pupils are now in Year 4 and standards have improved; reaching levels which are about average.

INFORMATION AND COMMUNICATION TECHNOLOGY

No ICT lessons were seen during the inspection but computers and other ICT equipment were seen in use across the curriculum. Schemes of work were looked at and a meeting took place with the ICT co-ordinator. Pupils' work and displays were looked at. From the evidence available, the provision in ICT is effective; **pupils make good progress, achieve well over time and by the time they reach Year 6 are attaining standards which are close to national expectations.**

Main strengths and weaknesses

- strong leadership by the ICT co-ordinator enables staff to acquire new skills and expertise which are passed on to pupils effectively
- there is a commitment to using ICT regularly which enables pupils to acquire skills and expertise systematically
- pupils demonstrate very good attitudes towards computers and other ICT equipment.

Commentary

84. The school has computers in each classroom and has recently invested in an interactive white board and video making equipment. Classes are timetabled to use these dynamic new resources and they are already having a measure of success in raising standards. By Year 2, pupils have a reasonably good grasp of the basic functions of a computer. They understand that writing and pictures can be prepared, saved and used again at a later date. Keyboard skills are developed through appropriate exploration of ICT tools such as games and word processing software. Programmable toys known as 'floor turtles' are used frequently to help pupils develop skills in giving logical instructions and making things happen. By Year 6 pupils are knowledgeable about the internet and are familiar with technologies for communicating information such as e-mailing and text messaging using mobile phones. The use of the interactive white board is beginning to contribute significantly to levels of competency in relation to producing multimedia presentations. Skills in manipulating and controlling devices are further developed. For example, greater skill and precision is needed when instructing a screen robot to navigate a route through a maze or programme a fine cursor to create continuous loops of repeating patterns.
85. The ICT co-ordinator leads the development of this subject very successfully. She has a clear vision for the development of ICT in the school. She guides her colleagues well; effectively leading by example and showing what pupils are capable of doing in lessons.
86. Standards in ICT at Year 2 and 6 have remained about the same as they were at the time of the last inspection.

Information and communication technology across the curriculum

87. Integrating information and communication technology into other areas of the curriculum to enhance learning is a high priority for the school. The use of technology available to staff and pupils is focused and effective. For example, in literacy lessons pupils are given opportunities to compose poems and essays on screen, and Key Stage 1 pupils practise inserting appropriate punctuation using the shift keys. In numeracy lessons older pupils are encouraged to use calculators to check the answers to sums. Indeed, Year 4 pupils showed initiative and enthusiasm in the use of calculators when checking answers to complex problems involving tens of thousands. In science, the video recording equipment was used successfully to enhance learning about dental hygiene.

HUMANITIES

Two lessons were seen in history, two in geography and two in religious education. Teachers' planning was scrutinised, pupils' work looked at and discussions were held with the subject co-ordinators.

Geography and History

Provision in geography and history is at least sound. Visits to places of interest in London and the emphasis on people, places, and events in the past which are significant to all ethnic groups in the school contribute significantly to its successful work in these subjects.

Main strengths and weaknesses

- clear lesson objectives, conveyed effectively to the pupils so that they know what they have to achieve by the end of the lesson
- good subject knowledge giving depth to pupils' understanding

Commentary

88. Pupils' attainment in history and geography is in line with the expected levels by Year 2 and 6. No comparison can be made with the previous inspection report because no judgement was made on standards of attainment. Pupils with special educational needs and English as an additional language achieve well in relation to previous attainment and are fully included in all activities.
89. Pupils in Year 1 and 2 use a satisfactory range of historical vocabulary, such as recent, modern and oldest. By the time they are seven, pupils have sound knowledge of famous people they have studied, such as Florence Nightingale. They know about her work and how she improved conditions for the soldiers. In Year 6 pupils understand the difference between primary and secondary sources of evidence and have a good grasp of chronology. Pupils across the school learn successfully from visits to local museums and places of historical interest. Literacy skills are used well; for example, to produce extended pieces of writing on the Tudor period. Older pupils have good historical research skills using books and the internet to find out about the Viking settlers in this country.
90. In geography, the younger pupils can draw simple imaginary maps. By the time they reach Year 4 pupils are able to locate some of the major cities of India on a map. They successfully compare village and city life in the country and know about the effects of climate on people's lives. By Year 6 pupils know about life in many countries and explore issues sensitively.
91. Occasionally, the introductions to lessons are not always well structured and are too long. As a result pupils' attention wanders.
92. There is a clear policy and programme of work. The knowledgeable co-ordinator, recently in post, has begun an audit of resources. There is a planned programme of observation of lessons to see how well pupils are learning. There is a straightforward system of assessing pupils' progress at the end of each topic.

Religious Education

Overall, provision in religious education is at least satisfactory.

Main strengths and weaknesses

- the work in religious education lessons contributes well to pupils' spiritual, moral, and cultural development
- resources, visits to places of worship and visitors representing local religious groups help pupils to grasp the similarities and differences between the major world faiths

Commentary

93. Standards of attainment at Year 2 and Year 6 are at the level expected by the locally agreed syllabus for religious education. Pupils work, including that of pupils with special educational needs and English as an additional language, shows sound achievement. Standards remain the same as at the time of the last inspection. However, an improved range of artefacts ensures that pupils gain a good understanding of aspects of different religions. For example, older pupils can explore sacred texts at first hand which improves their understanding and research skills. Teachers base their planning effectively on national guidance and the locally agreed syllabus. This enables pupils to extend their knowledge of different religions as they move through the school. They learn the traditions and beliefs of all the major religions including, for example, Christianity, Judaism and Islam. A very good range of planned visits for each year group, including visits to local churches, a synagogue and a mosque, broadens their understanding of the similarities and differences between the major world faiths. Some parents have been invited into the school to talk to pupils about their own particular religion and as a result pupils talk openly about their own beliefs. The work of a local Trust organisation contributes significantly to the work undertaken in religious education. Members of the Trust work alongside teachers in lessons helping and encouraging pupils to consider and reflect on issues from a religious viewpoint.
94. By the end of Year 2 pupils know about the Torah and can relate this to their special things. They grasp in simple terms the similarities and differences between Jewish Law and the Ten Commandments. By Year 6, pupils produce good pieces of extended writing based on their visit to a mosque and their own research.
95. The quality of teaching is at least sound. Teachers have good subject knowledge which is conveyed sensitively to pupils. Teachers keep pupils fully involved throughout lessons by asking questions that encourage them to put forward their own ideas. Teachers manage pupils well. They treat them with respect and value their contributions. As a result, pupils pay good attention to their teacher and listen carefully to one another.
96. The leadership offered by the co-ordinator is good. She has a real interest in the subject and despite having held the post for a short time has already raised the profile of the subject within the school. Displays of pupils' work around the school and pupils' work indicate teachers have confidence in teaching the subject. There are realistic plans to develop assessment procedures and monitor the quality of teaching and learning across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in design and technology but no lessons were seen in physical education, art and design or music. However, pupils' work and photographs were looked at, recorded music listened to and performances watched on pre-recorded videos.

Design Technology

Provision is at least satisfactory with good features.

Main strengths and weaknesses

- the curriculum is relevant to pupils
- pupils have the opportunity to use a wide range of interesting resources and materials.

Commentary

97. Attainment across the school meets national expectations. Work on display shows that pupils across the school experience appropriate coverage of the National Curriculum programme of study, including food technology. Year 3 pupils evaluated different types of bread in terms of colour, smell, texture and taste. They used their knowledge of how to make a sandwich to design a healthy packed lunch. Year 4 pupils, with English as an additional language worked with a support teacher to build models of Viking boats following a set of instructions. A feature of all pupils' work is that they evaluate what they have done and identify how they could improve it further.
98. Evidence seen during the inspection indicates that the quality of teaching is at least satisfactory. Throughout the school, teachers' planning is detailed and demonstrates a good understanding of the curriculum that needs to be taught. In the lesson that was observed, the teacher's careful planning and organisation was evident leading to good levels of understanding by pupils. Good questioning developed the pupils' vocabulary in the subject and encouraged them to use instructions to guide their work. The pupils clearly enjoyed the practical nature of the subject and worked well together.
99. Leadership and management of design and technology are good. There is an action plan with clear priorities. Resources for the subject are good and support the school's curriculum and teachers' planning well. The school uses national guidance to support teachers' planning which ensures that the subject is taught systematically across the school. Design technology is frequently planned within the framework of a topic that a year group will study. The distinct knowledge and skills of the subject are identified in considerable detail within this framework and this provides a good level of guidance for teachers.

Art and Design

No lessons were seen in art but inspectors scrutinised lesson planning, met with the subject co-ordinator and looked at a wide selection of pupils' work. Taking all available evidence into account, provision in art is good.

Main strengths and weaknesses

- pupils undertake a wide range of activities and develop a high degree of skill using different media at both key stages
- art work from western and non-western cultures have parity of esteem within the school

Commentary

100. Pupils of all abilities, including those with special educational needs, make good progress in their learning and their work shows imagination and creativity. Standards are above average for pupils at Year 2 and Year 6. Pupils' drawings, including observational drawing, demonstrate increasing maturity and skill as they progress through the school. In Year 1 and 2 pupils experiment with different techniques such as 'smudging'. This experimentation helps them when doing observational drawings because they are learning how to control line and tone effectively. The observational drawings of Year 6 pupils; inspired by 'Drawing Hands' by Escher, show a high degree of skill. The drawings were very detailed and shading is used carefully. The pupils' evaluations also showed that they are aware that pencil pressure can be used to achieve different effects.

101. In Key Stage 1, pupils learn to use powder, block and liquid paint. They learn to mix colours to achieve particular effects. This was apparent in paintings by Year 2 pupils that were inspired by Marden's 'Cold Mountains'. In response to this painting, pupils mixed shades of white, grey and black. Then, using long brushes, they painted curved lines in varying shades across a large sheet of paper. This created interesting designs reflecting Marden's ideas. By Year 6, pupils mix subtle colours and use them to paint in the style of impressionists such as Monet. Pupils at both key stages develop skills in printing using a range of media and develop skills including marbling and tie -dyeing.
102. Pupils learn about the work of famous artists and they are given opportunities to visit galleries and museums and to work with artists and craftspeople. Their work with South African artists gave them insights into the art and crafts from that country. Year 3 pupils went to Battersea Park and built sculptures inspired by the work of Andy Goldsworthy. They used twigs of different sizes and leaves of varying shades to create the textures and effects they wanted. These experiences make an important contribution to the cultural development of pupils.
103. Although no lessons were observed, inspection evidence suggests that the quality of teaching is at least good. Teachers' planning is detailed and reflects a good knowledge of the subject. The quality of the pupils' work indicates that skills are taught well and that pupils are motivated by the tasks they are given. Pupils' evaluations are reflective and refer to specific techniques indicating that teachers use subject specific language to develop pupils' understanding of the subject.
104. The leadership and management of art and design are good overall. The subject leader is an enthusiastic and able practitioner who monitors provision carefully and motivates other staff. This helps to raise the profile of the subject in the school. The school uses national guidance to support detailed planning which also shows how art is used to promote learning across the curriculum. Resources are good and the subject leader ensures that they support the school's planning for art and design.

Music

No lessons were seen in music but inspectors watched video tapes of performances, listened to pupils' compositions recorded during lessons, heard singing in assemblies, scrutinised planning and met with the subject co-ordinator. Taking all evidence into account, provision in music is good.

Main strengths and weaknesses

- music has a firm place in the school's curriculum
- the scheme of work is sufficiently detailed to enable non-specialists to teach music to at least a satisfactory level
- teachers who are themselves musicians lead well by example
- progress made by pupils in music is not monitored and evaluated closely enough to ensure all pupils are doing as well as they might.

Commentary

105. Pupils achieve above average standards in music at both key stages. Younger pupils sing well with a pleasing tone, good intonation and clear diction. By the time they are seven, pupils sing with expression, and hold simple parts in melodies. Pupils comment on their performance and identify how it might be improved. In simple rhythmic accompaniments for songs they show that they are able to maintain a steady pulse.
106. Older pupils are developing good breath control and sing with enthusiasm responding well to the changing moods of a song by using different dynamics. The videos for school productions show that older pupils sing solo parts and perform significant amounts of music from memory either as instrumental accompanists or as characters singing in musicals. Older pupils follow

rhythmic and pitch notation whilst younger pupils respond to less standard ways for recording their musical ideas. At both key stages, pupils with special educational needs and those with English as an additional language make good progress in music.

107. The evidence from the inspection indicates that teaching is effective. Music lessons are planned carefully suggesting that teachers are knowledgeable about the subject and confident enough to teach it. Pupils demonstrate a good range of skills and are clearly motivated by the work that they are engaged in. Currently pupils' progress in music is not tracked as closely as it is in other subjects but this is something that the school has identified and plans are in place to improve this aspect of the school's work.
108. The school regularly gives pupils the opportunity to work with professional musicians. This helps to develop their skills and understanding; especially in relation to performing for an audience. For example, South African musicians successfully developed pupils' understanding of drumming and African cross rhythms whereas singing workshops with the vocalists such as Marie South developed singing skills. These workshops enrich the music curriculum by engaging and motivating pupils. The school also puts on musical productions that involve a large number of pupils and demand high standards of performance from them. There are also music clubs that pupils can attend after school.
109. The leadership and management of music are good overall. The subject leader promotes the subject well and indications are that she motivates staff to teach music to their own classes to a high standard. Resources for the subject are good and support the curriculum most effectively.

Physical Education

No lessons were seen in physical education but inspectors looked at the school's planning, met with the subject co-ordinator and talked with pupils. Overall, provision in physical education is good.

Main strengths and weaknesses

- the range of extra-curricular activities enhances learning effectively
- expertise of people from the community is sought to inspire pupils
- schemes of work support teachers so that they are confident to teach all aspects of physical education

Commentary

110. It is not possible to make judgements about standards achieved by pupils or about the quality of teaching and learning in physical education because no lessons were observed during the inspection. However, it is clear from documentary evidence that that physical education is regarded as an important subject. Every effort is made to ensure that pupils have regular periods of vigorous physical activity. Planning shows that activities and learning in lessons link well with the school's work on promoting healthy lifestyles. For example, the benefits of regular exercise are known and understood by pupils.
111. The school prioritises its work in physical education effectively. A good illustration of this is that a prolonged programme of work was recently taught which promoted dance. Pupils and staff spoke highly of these lessons which involved specialists from the local community.
112. The school uses all opportunities to develop appropriate life skills through work in physical education. For example, Year 4 pupils are able to learn to swim at the local pool during the school day. The commitment shown by the co-ordinator and her colleagues to providing a

stimulating curriculum which is relevant to the pupils is demonstrated through policy and planning documents but also through photographic evidence. Overall, physical education is promoted well at the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).