

INSPECTION REPORT

LOUGHBOROUGH PRIMARY SCHOOL

London

LEA area: Lambeth

Unique reference number: 133584

Headteacher: Mr Richard Thornhill

Lead inspector: Linda Murgatroyd

Dates of inspection: 13 – 16 October 2003

Inspection number: 256783

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	425
School address:	Minet Road London
Postcode:	SW9 7UA
Telephone number:	020 7274 8374
Fax number:	020 7737 0940
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janice Davey
Date of previous inspection:	None

CHARACTERISTICS OF THE SCHOOL

Loughborough Primary School was formed from the closed infant and junior schools on the same site, and opened as a Fresh Start school in January 2002. The school has 425 pupils aged from five to eleven, and a nursery with 40 part-time and 30 full-time places. It serves the Loughborough housing estate in which it is located, in the Brixton area of Lambeth. It is a popular school in the local area, and is full. This is in part a result of the variety of community links and projects initiated by the school, which have successfully involved parents in the life of the school and their children's education. Although children entering the school have a range of experience, overall they enter the school with attainment that is well below the Lambeth average, and very low when compared with what might be found nationally.

The area served by the school is a challenging environment, and overall, pupils' socio-economic circumstances are very low. Many pupils face complex difficulties outside school. Over half of the pupils are entitled to receive a free school meal, well above average. The school's population is very diverse, and this is reflected in the school's staffing as well as among pupils. Almost four-fifths of the pupils come from minority ethnic backgrounds, including a small number of pupils from Traveller families. Approximately half of all pupils have a mother tongue other than English, and almost half of these pupils are in the early stages of learning English. At least twenty-eight languages are spoken by pupils in the school. The proportion of pupils identified as having special educational needs is above average and the percentage with statements is average. Pupils' needs include moderate learning difficulties, social, emotional and behavioural problems, speech or communication difficulties and autism. The percentage of pupils who join or leave the school at times other than the start of the year is high.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21541	Linda Murgatroyd	Lead inspector	English as an additional language Special educational needs Geography History Information and communication technology
9499	Phiroze Daruwala	Lay inspector	
16773	Raminder Arora	Team inspector	English Music Physical education
32254	Robin Taverner	Team inspector	Mathematics Art Design and technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. Since the school's Fresh Start in January 2002, it has made very good progress in addressing basic issues, including pupils' behaviour and the quality of teaching, and as a result, standards are beginning to rise. Although overall standards in most areas of the curriculum are still low, more able pupils are now achieving close to the national average in English, mathematics and science. The quality of teaching is good overall. The school is well managed by senior staff and the governors have a good understanding of the work of the school and are closely involved in decision-making. However, there is more to be done in some important areas.

The school's main strengths are:

- This is an inclusive school, where pupils from diverse backgrounds are valued and helped to achieve as well as they can.
- Pupils have good attitudes to school and they behave very well.
- The headteacher provides very good leadership for the school, well supported by senior staff.
- Provision for pupils with special educational needs and those learning English as an additional language is good.
- The school has a number of community projects which are very successful in involving parents in the life of the school and their children's education.

There are four main areas for development:

- Although they are improving, standards remain low, and are adversely affected by pupils' speaking skills.
- The wider curriculum now needs further development to ensure that it meets statutory requirements and offers pupils a broad experience.
- Provision for information and communications technology needs improvement to promote higher standards in its use across the curriculum.
- Standards could be higher if teachers' assessment was used in more detail to plan work, and if marking made it clearer to pupils what they need to do to improve their work.

As this is a Fresh Start school, there has been no previous inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	E	D	A
mathematics	n/a	E	E	A
science	n/a	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well, when measured against their levels at entry to the school and very well against their prior attainment. Children enter the nursery with a very low level of skill, and although they make good progress, most children are unlikely to reach the goals expected by the end of reception. Current standards in Year 2 remain well below average, and below those in similar schools in reading and writing. Similarly, although standards remain very low in Year 6, results in English have improved significantly, despite poor performance by boys. Results in both key stages represent an improvement from the previous year, particularly in the number of pupils reaching the higher levels.

Poor literacy skills and the narrow curricular opportunities in the other subjects result in pupils not reaching what might be expected. Standards in information and communication technology are low, partly because of a lack of up-to-date resources. Pupils of all abilities and backgrounds achieve at similar rates, because of the good teaching for pupils with additional needs.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Children make good relationships with each other and with the adults around them. Behaviour is very good. They understand the school's values and try hard to live up to them. Pupils from all backgrounds get on well with one another, and there is very little bullying.

Pupils' attendance is below average, and a small number of pupils consistently arrive late. However, the school does all it can to promote good attendance and punctuality, and parents feel that this has made a difference to their view of the importance of school.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good.

Teaching is good in all three key stages. Pupils learn well because their teachers work hard to ensure that their interest is captured by relevant work and a lively teaching style. Staff have high expectations of behaviour, and pupils understand what is required of them. Teachers and support staff work very well together in teams, so that pupils are often taught in small groups where the work can be explained to them and they can have the close attention of adults in completing their work. Teachers need to use their assessment better for planning the detail of pupils' work.

At the school's Fresh Start, it was decided that the most important focus in the curriculum should be English and mathematics, to raise basic standards. Because of this, the curriculum for other subjects is not yet well developed, and overall does not meet statutory requirements. Lessons in personal and social education make a good contribution to pupils' development. The guidance and support given to pupils are very good and mean that they are safe and well looked-after. The school has been very successful at working with parents and gaining their confidence, partly because of the very good range of community projects it has established.

LEADERSHIP AND MANAGEMENT

The leadership and management provided by the headteacher, senior staff and governors are good. The headteacher gives very good leadership and plans the priorities of the school very effectively, taking decisive action where needed. He is well supported by a strong senior management team, and new team leaders are beginning to manage their teams effectively. Management is good, with a clear focus on raising the standards which pupils achieve. Governors take their responsibilities seriously, and have a good knowledge of the school. Curriculum leadership is not yet providing sufficient expertise to support teachers in the teaching of the non-core subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high opinion about the work of the school and express confidence in it, especially as a number of staff live locally. The response to the questionnaires and the pre-inspection meeting were very positive and parents appreciate the efforts of the school staff to work with them in supporting their children's education.

Pupils also appreciate the school. They answered the questionnaires positively, but with honesty. When asked what they would change, many pupils expressed their concerns about the state of the buildings.

IMPROVEMENTS NEEDED

The most important things the school should do to improve further are:

- Continue the work to improve standards in the core subjects of English, mathematics and science, and give pupils more planned opportunities to develop their skills of speaking and expressing their thoughts.
- Improve the provision and resources for information and communications technology so as to increase its use throughout the curriculum and raise the levels of pupils' attainment.
- Ensure that teachers make greater use of their marking of pupils' work and of their assessment of pupils' attainment in planning what they need to learn next, and sharing this with pupils so that they understand what they have to do to improve.

and, to meet statutory requirements:

- Improve the leadership and long-term planning for science and foundation subjects, and increase the time available for teaching them, so as to give pupils the required depth of experience in all subjects.
- Ensure that the requirement for a daily collective act of worship is met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Across the school, most pupils make good progress, and are achieving well against their previous attainment. Many pupils enter the school with skills well below what is found locally and nationally. By the end of the Foundation Stage, most are still not meeting the goals expected by the end of the reception year, although they have made good progress. Whilst results in national tests in English, mathematics and science are still well below the average of all schools nationally, pupils are doing as well as others in schools in similar circumstances in both key stages.

Main strengths and weaknesses

- Good achievement across the school.
- Good progress made by pupils with special educational needs and those learning English as an additional language.
- When measured against their levels at the end of Key Stage 1, the Year 6 pupils sitting national tests in 2003 showed much better improvement than the national average.
- Boys are still not achieving as well as girls in reading and writing.
- Standards in information and communications technology are very low for most pupils.
- Pupils' speaking and listening skills, although improving, still prevent them from achieving as well as they could.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.2 (11.3)	15.9 (15.7)
writing	12.9 (11.5)	14.8 (14.3)
mathematics	13.6 (12.5)	16.3 (16.2)

There were 58 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.8 (24.3)	27 (27)
mathematics	24.9 (25.1)	27 (26.7)
science	25.5 (26.8)	28.8 (28.3)

There were 55 pupils in the year group. Figures in brackets are for the previous year

1. Results in these tests are still well below the national average in both key stages. In Key Stage 1, the percentage of pupils reaching Level 2 and above was well below average in reading, writing, and in teachers' assessment for science, and very low in mathematics. In reading and mathematics, this is a significant increase from 2002, although writing remains similar. In reading, writing and mathematics the proportion of pupils reaching the higher levels of 2B and above has increased significantly since 2002. When compared with similar schools, results are above average for pupils reaching 2B and above in reading, writing, and average for mathematics. The above table, which draws information

about the levels reached by all pupils in Key Stage 1 in 2003, shows significant improvement from 2002.

2. For Key Stage 2, the results are still well below average in all three subjects. Results in English have improved significantly from those in 2002, with twice the proportion of pupils achieving Level 5, although this is still below the national average. Results in mathematics and science remained broadly similar to those in 2002. The school's targets for the proportion of pupils reaching Level 4 and above in English and mathematics were exceeded. In English, the target for Level 5 was also exceeded, although it was just missed in mathematics. Comparisons with schools with a similar proportion of pupils eligible for free school meals show results in English as above average, both for pupils reaching Level 4 and above, and Level 5. Comparisons for mathematics and science are average. When compared with schools whose pupils attained similarly at the end of Year 2, results are well above average for English and mathematics, and average for science. This demonstrates the good achievement made by pupils since the school's Fresh Start. The above table, which draws information about the levels reached by all pupils in Key Stage 2 in 2003, shows improved results in English, but slight falls in mathematics and science from 2002. Girls did significantly better than boys in English. When compared to their results in national tests at age 7, these Year 6 pupils have achieved results well above average, showing significant progress for these pupils during the life of the school.
3. The school has a well developed system for predicting and monitoring pupils' attainment at the end of each year, and this is very well used to allow the school to know how well each year group is doing, and to direct resources as necessary. This analysis, supported by the findings of the inspection, presents a picture of rising attainment. The inspection team found that standards for seven year olds are still well below average in reading and writing, and below average in mathematics. This is a different year group from those who took the national tests in 2003, and the inspection findings are that standards overall are rising. For pupils who will take the national tests for 11 year olds in 2004, standards are well below average in English, and below average in mathematics and science, but again showing standards rising from the previous year. The school's targets for this year group, based on careful assessment and tracking, are higher than those for 2003, and the inspection team judges that pupils are on course to attain these targets.
4. Although standards in the core subjects of English, mathematics and science remain low overall, the most able pupils are beginning to achieve results in line with what might be expected nationally, and instead of very low standards for all pupils, there is now a more balanced picture of different attainment for pupils of different ability. Because of a high level of well focused support, pupils from all ability groups and from all ethnic backgrounds achieve well, and there are no significant differences in the standards between pupils from these different groups. Pupils who enter the school in the early stages of learning English as an additional language are also well supported, and make good progress. The difference between the standards of boys and girls in the national tests for 11 year olds was less obvious during the inspection in lessons and in work in pupils' books. The school has not formally identified any pupils as gifted and talented.
5. Children enter the nursery with a very low level of skills, and with very limited knowledge of the world around them. Although they make good progress in the nursery and reception class, most children in the Foundation Stage are unlikely to reach the early learning goals by the end of reception in the six areas of learning. A programme for the development of the speaking skills of all children, whether or not their mother tongue is English, is beginning to have a positive impact, although listening remains better than speaking.
6. Achievement across the school is good because of good teaching and because of the work staff have done to improve pupils' behaviour and attitudes to their learning. Many pupils have made good progress compared to their prior attainment, and are doing as well as they can with their work.

7. The school has focused on the core subjects until now because of the urgent need to raise basic standards. Standards in subjects other than the core are also adversely affected by pupils' low levels of literacy and speaking skills. As a result of these factors, pupils' standards in history, music and religious education are below expectations. At this stage in the year, there was insufficient evidence to judge standards in geography and physical education, but the indications are that skills and understanding are not being systematically developed in these subjects. Art and design and design and technology were not inspected. Standards in information and communication technology are low, mainly because of unsatisfactory resources.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their moral and social development, are good. They have good attitudes to school and their behaviour is very good. Attendance is below average and punctuality is satisfactory.

Main strengths

- Pupils' behaviour around the school.
- Very low levels of bullying, racism or harassment.
- Pupils' very good relationships with each other.
- Very consistent promotion by all staff of good behaviour and attitudes.

Commentary

8. Pupils' behaviour in lessons and around the school is very good. They understand the school's rules and values, which are well modelled by teachers. Even the youngest children exhibit very good behaviour and attitudes to work. In a printing activity in the nursery the children showed very good ability to take turns and share equipment patiently, totally absorbed in the resist print they were making together.
9. Pupils show confidence and are keen to come to school. All are happy and secure and have good relationships with their teacher and with other children. Both pupils' and parents' questionnaires give evidence that children enjoy coming to school; they say that they are given hard work and they learn interesting things.
10. Pupils' spiritual development is satisfactory. They are aware of their strengths and make personal choices. Assemblies help pupils identify special important events, for example, Harvest Festival. However, children are only infrequently offered an opportunity for collective worship.
11. Pupils' moral development is very good. Friendly and respectful relationships between staff and pupils promote strong moral values. Staff promote moral self-awareness through very positive attitudes and the effective use of praise. As a result, pupils behave well in class, around school and at playtimes. The school has a strong code, as part of which pupils are encouraged to take responsibility for their actions. Pupils and teachers negotiate class rules at the beginning of the year.
12. Pupils' social development is very good. The school's emphasis on personal and social education enables some quite challenging pupils to feel that they belong. Pupils comment on the fact that many staff know them by name. Pupils take care of their classrooms and school environment, do tasks around the school and apply for jobs as playground activity leaders. There is a school council, which helped the school to prioritise funding for a football coach and equipment. In lessons across the age range, pupils work well together, whether independently, in pairs or groups. Pupils listen to each other and contribute to discussions thoughtfully. When performing in assembly, pupils show pride and good public speaking skills.
13. Provision for cultural development is satisfactory overall. The school takes positive steps to address cultural diversity, through planning for religious education and assemblies as well as in displays such as that on the language histories of some staff and pupils. Several displays and one assembly focussed on celebrating Black History Month, and there are active attempts to find relevant topics and examples

in the curriculum. These links have enriched provision. However, because the breadth of the curriculum is at present not fully developed, there are missed opportunities to develop cultural awareness through subjects such as art and music.

Attendance

14. Attendance is unsatisfactory overall. It is good for most children, but a few affect the figures significantly. Unauthorised absence is below average. Most pupils are keen to come to school and arrive punctually. Effective procedures are in place to notify any absence and promote good attendance. The school is imaginative in its attempts to reduce the level of absence and varies its strategies in order to keep the issue in the front of parents' minds. Most parents respond well.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.4
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	40	0	0
White – any other White background	55	0	0
Mixed – mixed White and Black Caribbean	12	0	0
Mixed – mixed White and Black African	8	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British - Bangladeshi	12	0	0
Asian or Asian British - any other Asian background	3	0	0
Black or Black British - Caribbean	152	4	0
Black or Black British - African	91	0	0
Black or Black British - any other Black background	29	0	0
Chinese	5	0	0
Any other ethnic group	1	0	0
Parent/pupil preferred not to say	7	0	0
No ethnic group recorded	8	0	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

The quality of education provided by the school is good overall. This judgement is based on good teaching, a clear emphasis on raising pupils' standards of work in English and mathematics, and the high level of personal support offered to pupils, especially those with additional needs such as special educational needs or in the early stages of learning English as an additional language. Another factor is the effectiveness of the community provision and the very good links with parents, which encourage pupils in their positive attitudes to school. Although the curriculum needs some further improvement, this is the planned next step for the school which has, understandably, focused up to now on raising attainment in the core subjects.

Teaching and learning

Teaching and learning are good in all three key stages. Most pupils are interested in their work, and try hard. In their questionnaires, many pupils wrote that the thing they liked best about school was their teachers and the opportunity to learn.

Main strengths and weaknesses

- Teachers and support staff work very closely together to provide effectively for pupils' differing needs.
- Staff actively encourage pupils and work hard to keep their interest.
- Pupils learn well, and most want to concentrate and do their best.
- Staff have high expectations of behaviour and make them clear to pupils.
- Marking does not always make it clear to pupils what they need to do to improve.
- Teachers are not using the assessments they make to plan detailed work for pupils.

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (7%)	29 (54%)	17 (31%)	3 (6%)	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.

Commentary

15. Most teachers are enthusiastic about their lessons, and use material chosen to engage pupils' interest. In a good Year 4 lesson linked to Black History Month, pupils read the poetry of Benjamin Zephaniah in Patois, drawing on the culture of a large group within the class. Work on the life story of the poet enabled pupils to compare and contrast some of his experiences with their own, and they discussed the need to celebrate black achievement with insight and awareness.
16. Staff use an active and lively style to develop pupils' vocabulary and their ability to express their ideas. They use questions effectively to guide pupils' thinking, and model the language that pupils need. As a result, pupils learn and use new vocabulary to discuss texts and ideas in literacy and other subjects. This helps not only pupils learning English as an additional language, but also those whose mother tongue is English, but whose speaking and listening skills are poor.
17. One very good citizenship lesson in Year 6, taught by members of the education team of a local theatre, was part of a series based on a dramatisation of being marooned on an island. The teachers took risks in allowing pupils to experience for themselves the problems of lack of order, and skilfully brought pupils back to activities and a discussion to help them to explore the need for rules in a society. This discussion encompassed religion and hypocrisy, tolerance of religious beliefs, justice and punishment, the selection and desirable qualities of a leader or leaders, and access to food and leisure based on the amount of work done. Although some pupils struggled to express themselves because of poor vocabulary, their ideas were complex and most pupils, with guidance, were able to listen to and

develop the suggestions and opinions of others. Pupils evidently enjoyed this lesson, and made good gains in their understanding of important concepts about living with others in society.

18. Teaching methods are well chosen, with a range of different activities in lessons to keep pupils focused on their work. This is enhanced by the very good staffing levels and very effective teamwork between class and support teachers, and teaching assistants. All staff work very well together in enabling teaching to take place in different sized groups, well organised to meet pupils' differing needs. They plan work together, ensuring that roles are clear, and that they and pupils know what they have to do. This means that pupils are helped to get on with their work without delay, and they benefit from the close attention of a skilled adult, particularly in the speaking and listening skills that they so clearly need.
19. Staff have high expectations of pupils' behaviour, and they use a range of effective strategies to achieve this. Expectations are made very clear to pupils, who generally try hard to live up to what teachers demand of them; many pupils filling in the questionnaire thought that their teachers were fair. Most pupils are keen to learn, especially when they are challenged by work that interests them. One group of Year 2 girls ran after an inspector the day after she observed their history lesson asking for questions about what they had learned. Most parents think that teaching is good, and that staff expect their children to work hard. They are pleased with the school's success in achieving calm, orderly classrooms where pupils can concentrate on their work.
20. In the very small amount of unsatisfactory teaching seen, the content of the lessons did not hold pupils' interest and they quickly lost focus. In two of the three lessons, this resulted in some unsettled behaviour, which then took up the majority of the teachers' attention, pupils lost interest further because the pace was slow, and they learned little.
21. Teaching is good in English, mathematics and science, and across the school there are effective strategies for the teaching of literacy and numeracy. This accounts for the good progress that pupils are making. Overall, teaching is good in religious education. Too few lessons in other subjects were seen to be able to make a judgement about the quality of teaching. The teaching of ICT is limited by poor provision for computers. So early in the school year, there was very little pupils' work available for scrutiny. Teaching of speaking skills is effective in the Foundation Stage, in small group work, and in some classes, but more needs to be done across the school as a whole to improve speaking skills, so that pupils can express and develop their ideas and opinions.
22. The work for pupils who receive special support to overcome barriers to learning, whether for special educational needs, because they are in the early stages of learning English or for social reasons, is well planned with a good level of detail. Pupils needing additional support are identified early, and the appropriate support is put in place, and evaluated frequently to see whether it is working well. All staff involved have a good understanding of these pupils' needs and how they can be helped to learn. Staff work very closely with them, with a good level of awareness of when to help and when to let pupils try things out for themselves. In one very good lesson on phonics for a small group of pupils, the teacher varied the activities frequently, keeping the pupils' interest. Her sensitive and warm approach, coupled with a close matching of the activity to their previous learning to help them to move forward in small steps, gave the pupils the confidence to try their ideas and achieve success in the lesson.
23. The school has very good procedures for evaluating and tracking pupils' performance in English and mathematics. These are carefully used by senior managers to direct resources at particular groups. The information is also used by teaching teams to plan work for pupils at various levels in their classes. However, because of the very large variety of needs in each

class, there is a need for the assessments staff make while they are teaching to be used in more detail when planning work, to ensure that all pupils are being given appropriate work and to help them to make better progress.

24. Although the school has recently introduced a number of strategies to improve the way that teachers assess pupils' work as they teach and give feedback, these are not yet being used consistently by all teachers. Most pupils know their targets for behaviour, and some can name a simple target to improve their work. However, overall, pupils do not have sound knowledge of their own learning. Some teachers are good at making links with what has gone before, or what pupils are learning in other subjects, but there is a need for a more consistent approach more work on helping pupils to know how well they are doing and what they can do to improve. This would include the way that teachers mark pupils' work. Some teachers write comments for pupils on how they can make their work better, but some others simply mark with a cross or tick. There is not a consistent approach to correcting spelling.

The curriculum

The breadth of curricular opportunities is good in the Foundation Stage, but unsatisfactory in the main school. The statutory requirements of the National Curriculum are not fully met. The school fails to make adequate provision for information and communication technology (ICT). The provision for a number of subjects in the foundation curriculum is also limited. Opportunities for enrichment during and outside the school day contribute well to pupils' personal development. The requirements relating to sex and relationships education are fully in place.

Main strengths and weaknesses

- Full statutory curriculum not in place in foundation subjects in Key Stages 1 and 2.
- Poor provision for ICT.
- Good provision for pupils with special needs and those with English as an additional language. This helps pupils make better progress than expected.
- Personal, social and health education is effective.
- Effective strategies for teaching literacy.
- Good levels of staffing.
- The school's accommodation, and the quality and range of its learning resources, are unsatisfactory.

Commentary

25. The shortcomings in the school's curriculum provision are mainly due to the strategic decision at Fresh Start to put greater emphasis on English and mathematics to raise standards in these essential areas. The school has made a start on implementing the wider curriculum, and has recently developed a long term curriculum plan that links the subjects together, but the practice of making useful connections between subjects is at an early stage. The amount of time allocated to most subjects is low, although that allocated to English is high. The planning in most non-core subjects such as design and technology, music, history and geography does not provide sufficient progression of skills. Pupils have a limited range of opportunities to broaden their knowledge and understanding, and most topics are not taught in sufficient depth. Most curriculum areas also suffer from a lack of subject leadership with expertise to guide staff and thus benefit teaching and learning across the curriculum.
26. The curriculum for religious education is satisfactorily implemented as required by the local agreed syllabus, although the time allocated is insufficient and also includes the teaching of personal and social education. Although the daily assemblies are important in uniting the school and promoting social, moral and cultural development, the spiritual element is less effective; time for reflection is limited and thus the assemblies do not always meet the requirements for an act of collective worship.
27. Personal and social education is well promoted as specific topics and through integrated activities. Lessons seen during the inspection confirm the good quality of provision. During circle time (when pupils, seated in a circle, discuss their opinions), pupils consider responsible choices and right and wrong decisions. All are encouraged to contribute and they listen extremely well. There is a strong sense of community in the school which actively promotes pupils' understanding of a much wider global community, enriched by visitors to the school and pupils' study of faraway places.

28. Staff expertise and experience are used well to enrich the curriculum and create valuable, interesting experiences. Pupils visit places of interest and receive visits from a variety of sources. They have homework which often involves some research. A choir club, recorders and boys' and girls' football clubs take place regularly after school and are well attended.
29. The school's building is in a poor state of repair, but there are extensive plans for refurbishment and improvements. The school is well staffed with teachers. The number, training and experience of the support staff are very good. They make very valuable contributions to the work of the school, and in particular, to the good progress made by pupils with special educational needs and those in the early stages of learning English as an additional language. However, the resources in various subjects, especially those for information and communications technology, are in need of further development. The state of the building and its wiring has a negative impact on provision for this subject, although plans are in place for major improvements alongside the building programme.
30. The significant strengths in the curriculum include the provision for pupils with special needs and those with English as an additional language. Some have the opportunity to attend lessons in their mother tongues. There is a broad range of specialist provision for pupils with additional needs including learning mentors, one of whom has the brief specifically to raise the attainment of Afro-Caribbean boys, specialist teaching for specific learning difficulties and support from the outreach team of the pupil referral unit. The curriculum provides a clear focus on supporting developments of pupils' literacy, numeracy and social skills. The good focus on individual pupils and their needs results in all pupils being fully included in the life of the school. Pupils have regular opportunities to contribute to school developments through their school council. Staff ensure that pupils are prepared effectively for transfer to their next year groups, and satisfactory curricular links with secondary schools provide smooth transition. Where possible, the school seeks to develop curriculum innovations such as the learning mentor scheme and the work of the Oval House Theatre group's citizenship workshops.

Care, guidance and support

The care offered to pupils is good. Arrangements for support, guidance and induction are very good.

Main strengths

- A wide range of effective support is offered to pupils.
- Effective child protection arrangements.
- Health and safety of pupils is given a high priority.

Commentary

31. The school provides a safe and supportive environment for all its pupils. It is a very caring and compassionate community where each child is valued, respected and feels secure. This has a positive effect on pupils' attitudes to school and the progress they make. Parental questionnaires support this view. Respect and kindness strengthen the positive support the school provides for all its pupils, encouraging them to develop high self-esteem, and to work hard. Pupils' emotional development is seen as important alongside their academic work.
32. The arrangements for child protection are good and are securely in place. The headteacher and one of the assistant heads are designated persons and all staff have received the necessary guidance in dealing with child protection issues. The health and safety of pupils have a high priority, and every effort is made to ensure that the school site is safe, with regular fire drills, risk assessments and good provision for first aid. There is effective supervision in playgrounds, with games and activities provided to keep pupils occupied and playing together well. The headteacher is often around at the start and end of school day and at lunchtimes and this has a positive impact on pupils' behaviour.
33. The progress of pupils from all ethnic backgrounds is carefully monitored, and support is allocated on this basis. The school provides extensive and well-targeted support to pupils with a range of needs. Two learning mentors, recruited from the local community, provide excellent support and guidance to

pupils. They serve as good role models for all the pupils in the school. The emotional literacy therapist provides positive and sympathetic support and guidance to some pupils experiencing distress which interferes with their learning. The school seeks appropriate support from the local pupil referral unit in respect of a few targeted pupils who are potentially at risk.

34. The school runs a very popular Breakfast Club every weekday morning. The learning mentors identify pupils who would derive benefit from this service. Pupils get a nourishing breakfast in a safe and well-organised environment, and play games before school starts. As well as having a calm start to the day, pupils develop good social skills and treat one another as friends. There have been improvements in attendance and punctuality as a result of the Breakfast Club, and it has been recognised by the Education Action Zone as a model for good practice.
35. The school manages younger pupils' initial entry to the nursery and the reception classes, and subsequently their transfer to Year 1, very well. The planned programme of their enrolment in the nursery is good. Effective support is available to parents and their children, with various strategies such as prior home visits, which provide relevant information to parents and familiarise school staff with the children's home situation. The experience gained by these pupils during the first two formative years of their schooling helps them to settle well into Year 1 of the school. The staff are fully aware of the needs of these pupils to develop their self-confidence and social skills, and strongly support them in enhancing their personal development. Such a valuable experience helps them to settle well into the mainstream schooling.
36. The inspection team recognises the determination of staff and the positive ethos in the school. The staff are building on and consolidating the improvements already made. The whole school community, including the governors, teachers, support staff, parents and pupils has become more energetic and resourceful. This has a positive effect on pupils, as they show greater enthusiasm for learning and personal development.

Partnership with parents, other schools and the community

The school fosters a very strong link with parents, the community and with other schools. It provides an extensive range of community projects, which engage many parents with the school, and this has a positive impact on their children's progress.

Main Strengths

- Significant links with the community contribute to pupils' attainment and progress.
- The school's explicit commitment to helping parents as well as their children is well received by the community and this has a positive impact on learning overall.
- Increased involvement of parents in their children's learning at home and at the school.
- Increased parental confidence for the school, and appreciation of the school's 'Open Door' policy.

Commentary

37. Since January 2002, the school has been successful in forging very effective links with parents. Parents and the local community hold the school in high regard. The school provides good quality information by communicating extensively with parents and works hard to involve parents in their children's learning. Most parents are very pleased with what the school provides, with the achievements of their children, and the significant improvement in the school's ethos. At the pre-inspection meeting, parents spoke very highly of the school, the levels that the pupils are beginning to achieve, and the partnership the staff have formed with parents. The parents' questionnaire reflects these positive views, as does the inspection team's judgements.
38. The quality of information provided to parents is good, particularly in reporting of pupils' progress, achievement and personal development in their annual reports. These reports are well written and free from jargon. The quality of weekly newsletters is good, informing parents of life in the school. Parents receive a curriculum guide sheet informing them about the topics which their child will study

during the term. Parents are able to discuss their children's progress with teachers at consultation evenings twice a year, and the parents of children with special educational needs are fully involved in the review of their children's progress. The school makes efforts to involve parents of pupils learning English as an additional language, with the use of school staff to help as interpreters where possible. Some parents would like newsletters translated into some of the more common languages spoken in the school. Most parents are appreciative of the fact that they can approach the school to talk with individual teachers or the headteacher. Any issues or concerns raised by parents are dealt with promptly and with care and sensitivity.

39. One example of the support provided to parents is the help to parents of pupils in Year 6 in choosing a secondary school. The school conducts briefing sessions on secondary education for parents and the pupils, explaining the key points about the local admission procedures. In certain cases, the school completes the necessary admission forms on behalf of parents before submitting them to the local authority on time, and staff such as learning mentors may accompany parents on school visits if requested. This degree of support enables parents to feel confident about their children's transition to secondary school.
40. The school actively reaches out into the community, emphasising the importance of parental support by encouraging them to take an active part in their children's education, and works hard to get parents involved. The school organises workshops intending to give parents greater involvement in their children's learning, and runs keep fit classes and a weekly coffee morning for parents, with opportunities to listen to guest speakers on parenting issues. Parents are offered computer training, and can enrol for further training in ICT offered at King's College, leading to accreditation. This has proved very popular, and there are plans for expansion.
41. Another important milestone in the role played by the school in the community is the e-Learning project. This aims to teach both the parents and their children about new technology, by allowing pupils to take home wireless laptops and handheld computers. Parents of certain pupils at the school have already committed themselves by making a small weekly contribution of £2 towards purchase of the necessary equipment. A major contribution will come from business houses located in the borough. The local education authority would also contribute towards the project. This is seen as a part of the strategy for improving the provision for information and communications technology in the school.
42. The school is an active participant in the Sure Start initiative to promote the learning of very young children. The school's outreach worker runs parenting courses in the school and at the local library. The school provides valuable help to parents by liaising on their behalf with outside agencies, such as social services and housing, in order to secure appropriate support.

In collaboration with the local school improvement partnership, the school is developing a 'Service Hub' drop-in centre at the school to provide help and guidance to parents on a full range of services.
43. The school's productive link with the South Bank University, facilitating teaching practice for trainee teachers, has played an important part in enabling the school to recruit teachers at a time of acute shortage.
44. The school is able to draw upon visitors, such as volunteer readers, from two international corporations, an initiative which has resulted not only in improved reading skills and self-esteem, but it also helps pupils to improve their social skills through interaction with visitors.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher is very good and he receives effective support from senior staff. Due to this good management the school functions efficiently on a day-to-day basis. The governors provide a good level of support and challenge.

Main strengths and weaknesses

- The very good leadership of the headteacher has provided a sharp focus on the raising of standards.
- Inclusive practice underpins the work of the school.
- Decisions about how staff and resources will be deployed are directly influenced by the needs of individual pupils.
- Strong and cohesive teams have been formed.
- Governors know the school well and understand what must be done to achieve further improvements.
- Performance management systems for teachers and support staff need to be improved.
- Systems of subject management need to be better defined.

Commentary

45. The headteacher has used imaginative and innovative methods to organise the school since the Fresh Start process began. Senior managers have worked alongside class teachers to model good practice and to ensure that the needs of all pupils are met. This has led to considerable improvements in the quality of teaching. Behaviour, attitudes and achievement of the pupils have also improved significantly. Recently, team leaders have been appointed to lead and manage teachers and support staff within their section of the school. This development has been effective in maintaining the close link between the needs of pupils and the deployment of staff and other resources. It has enabled the assistant headteachers to continue their very successful work in promoting inclusion throughout the school and allowed the deputy headteacher to gain a better overview of the curriculum and the day-to-day running of the school. The way in which the subjects of the curriculum other than English are led and managed is not clearly defined, however, and needs further thought and development.

46. The school effectively provides for the many and diverse groups within its community, and this aspect of the school's work is given high status. The additional needs which present barriers to learning for many pupils are addressed through a wide range of provision, and awareness of the need to provide effectively for all pupils is an integral part of the ethos of the school.

47. The analysis of test results and other data about pupils' performance is very well used as a basis for planning the priorities of the school, and the leadership team adapt their planning effectively as circumstances change, particularly in the light of the rapid improvements described above. These test results in all year groups are also used effectively to see how

well individual pupils and groups are progressing. This information is used to set targets for pupils in Year 6 and Year 2 for the National Curriculum tests. It is also well used to identify underachieving pupils so that action can be taken to provide extra support.

48. The school has been very successful in recruiting and retaining good quality staff in very difficult circumstances. Newly qualified teachers are well supported and are given generous amounts of time for planning and preparation. However, formal performance management procedures for teachers and support staff are not fully in place.

49. The governors have a good knowledge and understanding of the strengths and weaknesses of the school, and are fully involved in planning the school's priorities and the allocation of resources needed to achieve these. They recognise the progress the school has made and are aware of the challenges to come. The governors have worked closely with the headteacher in formulating the vision for the school and monitor the work of the school on a day-to-day basis through regular visits. The governors form a cohesive team and conduct their business through an effective committee structure. They are fully involved in the performance management of the headteacher.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,836,871
Total expenditure	1,833,583
Expenditure per pupil	3,977

Balances (£)	
Balance from previous year	48,684
Balance carried forward to the next	51,972

50. The office manager manages the budget efficiently on a day-to-day basis. She ensures that good financial practices are applied and best value is achieved with regard to the ordering of goods and services. The governors' finance committee has a good overview of the finances of the school and has been closely involved with the forward planning needed to manage the reduction in the budget which will happen when Fresh Start grants are no longer available.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

Good teaching and a well-organised environment ensure all areas of learning are addressed through varied and stimulating activities. Through good management, all staff have a clear sense of direction and are well informed. Good communication with each other, local agencies and the school's inclusion team ensure that individual needs are identified early. The school has very good arrangements for children's induction into school and very positive relationships with parents. They make effective use of local initiatives such as Sure Start. Due to very low attainment on entry, and despite making good and sometimes rapid progress, most children do not reach the early learning goals by the time they enter Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths

- Very good relationships encourage the children to take part in activities.
- Very good quality of support through additional teaching and non-teaching staff.

Commentary

51. Teaching is good overall. Staff create a happy environment in which children feel safe to explore. During group discussion times children can describe their experiences and learn to take turns in speaking. Staff have high expectations and ensure that children know how to behave. In the nursery, great care is put into organisation of space, resources and timing of activities. Children respond with peaceful confidence and independence. They are mostly invited to select activities, which they do enthusiastically. Staff encourage them to take part and constantly check their responses and development. Children engage in activities and concentrate well for short periods. They take care with resources and share well with others. They co-operate well in play, whether in the role-play area or in large-scale construction. Many enjoy clearing up as an activity in itself. In the reception, children show less calm behaviour, especially in activities which have been chosen for them. Although their behaviour is good overall, they are enthusiastic about their work and play and they learn to share, they do not show understanding of the early learning goals which require good language skills such as understanding the need for agreed values or the understanding of different needs and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths

- Creative play areas.
- Well structured activities.
- High level of support.

Commentary

52. In both nursery and reception there are ‘Hospital’ areas, supplied with paramedic outfits and doctors’ notes which allow children to become absorbed in role-play. As they play, teachers offer scenarios such as, ‘This ambulance worker’s had a call out to a hurt teddy. What’s the matter with him?’. Teaching is good overall. Early writing is encouraged by providing pencils, crayons and felt pens which children enjoy using. Structured speaking and listening sessions are held throughout the foundation stage, offering small groups uninterrupted time with an adult. Children are encouraged to revisit the text of the week, or to sing songs which practise patterns of speech. Most children pay attention to others and listen to their teacher attentively. They are aware of books and handle them carefully. Despite good provision, most children do not attain the early learning goals in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Commentary

53. Children sing number rhymes such as ‘Five little men in a flying saucer’ and enjoy following action songs. In the reception class, children use their fingers to count and a few can quickly show a number such as seven. Children recognise and name numbers to ten, with some children in the reception class recognising numbers to 20. Children thread conkers for a display of different numbers. Teaching is good overall. Number lines, puppets, mathematical displays, and use of outside equipment such as large dominoes encourage children’s interest. Children greatly enjoy pointing out errors teachers have built in to test their knowledge. Despite good progress, many children do not reach the early learning goals by the end of the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**, with the exception of ICT.

Commentary

54. Children become familiar with their classroom and develop an understanding of the world around them. They learn about hospitals and the different jobs associated with them. They identify parts of the body and how they feel. They attend assembly and learn about special times of the year such as autumn and harvest festival. Teaching is good, and teachers ensure that children have access to a wide range of activities which make learning fun. Children explore using sand, water, construction and building kits, and are encouraged to say how things feel or what they do. A teacher-led game of watching balls running down two different-length pipes absorbed some children for more than fifteen minutes. Provision for ICT is poor. Many children enter the nursery with very low levels of knowledge of the world around them, and despite good progress, this has a negative impact on their learning for much of their school lives.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths

- Energetic encouragement of staff.

Commentary

55. Children in the nursery use the outdoor area safely and it has a positive impact on their learning. Across both year groups they share equipment with others and learn how to use space. In the nursery, they use space hoppers with increasing control and immense enthusiasm. Teaching is good overall, and some children make good and sometimes rapid progress. Staff constantly check children's involvement and join in role-play to extend their talk and suggest new ideas. Some teaching in reception does not allow children to gain full benefit from outdoor activities. Children show confidence and control when in class, outside or on their way through the school. The range of ability in this area is wide, and some children reach the early learning goals by the time they enter Year 1, although the majority do not.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths

- Well structured role play.
- Staff expertise.

Commentary

56. Teaching is good. Stimulating play areas like 'The Hospital', encourage children to play imaginatively alongside others, using the props or dolls provided to develop their stories. Staff in the nursery introduce various styles of music into different activity areas. Children across the Foundation Stage join in favourite songs and respond to sound with body movements. In the nursery they paint pictures of a visit to an interactive art exhibition and of themselves. They work alongside each other on a large project, producing resist prints using a Nigerian technique. They use wood, cardboard, sticky paper and glue to create models which they are proud to show to adults. In the reception class they construct puppets in order to tell the story of *The Ginger Bread Man*, and explore the decorative possibilities of ginger bread dough. Due to low starting points, and despite good progress, children do not reach the early learning goals by the time they enter Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching is good because teachers have high expectations for their pupils' achievement.
- The helpful support by teachers and assistants of pupils with specific learning barriers, and those with English as an additional language.
- Teachers do not always show pupils in enough detail how they can improve their work, nor check on whether these improvements are carried out.
- Increased opportunities to write at length and improve the quality of pupils' writing.
- More planned opportunities are needed to develop pupils' speaking skills.

Commentary

57. The school has made good improvements through careful planning and monitoring of pupils' progress, and the good range of support provided for all pupils. Consequently, the standards are improving and the pupils achieve well by Year 6. In the national tests of 2003, standards were well below average in Years 2 and 6, but show a significant increase in reading. The inspection findings show that, overall, standards are well below average in both Year 6 and Year 2. Pupils from minority ethnic backgrounds and those whose mother tongue is not English achieve standards very little different from the others in the school, apart from those at an early stage of learning English.
58. Pupils start Year 1 with standards which are well below average overall, and many do not have English as their first language. Standards are adversely affected by pupils joining the school at various times during the year. Many of these pupils have little or no English, and some have had disrupted education. Overall, pupils achieve satisfactorily by Year 2, but their achievements improve greatly by Year 6, because of the well-organised specialist support provided for them.
59. Teachers pay close attention to the development of reading and writing, but opportunities for speaking and listening are often not carefully planned, and many pupils do not take a full part in whole class discussions. A few pupils speak confidently and many remain quiet, or speak in single words and short phrases rather than whole sentences. Where teaching is strong, teachers use interesting activities that promote speaking and listening. In one lesson, pupils were observed reading and writing instructions. They needed a great deal of prompting in the initial discussion to find the appropriate language but responded well to answering questions about the sequencing of instructions. Pupils' listening skills are better than their speaking skills by Year 6 and this is due, in part, to very good relationships between pupils and teachers and effective and consistent management of pupils' behaviour. Those who find speech difficult receive very good teaching and are well supported in their efforts to improve.
60. By the end of Year 2, pupils' standards of attainment in reading are below expectations for their age. Some pupils confidently read aloud from new texts which match their level of understanding, and have suitable strategies to approach words which they find difficult. Pupils are heard reading regularly at school. The teaching assistants and learning mentors make good contributions to pupils' achievements in reading. By the end of Year 6, pupils' reading remains below average, although some pupils read fluently and expressively. In general, pupils' reading is stronger than their writing. They know that there are different types of book, like fantasy and adventure, but they are not skilled at explaining what they like or dislike about books. Many pupils read competently at more literal levels but find it difficult to identify meaning beyond the text. Most pupils know how to find information from books.
61. From an early age pupils are encouraged to write for a range of purposes. Pupils' knowledge and correct use of punctuation increase well as they move through the school. By Year 6, pupils write for a satisfactory range of purposes, but very few pupils show adventurous uses of vocabulary and style in their work. Handwriting throughout the school is generally legible. However, not all teachers insist sufficiently that skills learned in handwriting practices are used at other times. In some lessons, teachers' own model of writing does not inspire legibility and good presentation in pupils' work. Spelling is developing steadily from the early use of phonetic strategies to the understanding of regular patterns in complex words. However, owing to the high proportions of pupils with English as an additional language and with special educational needs, many pupils' progress is slow at first, even though support is often of high quality.
62. The quality of teaching is good overall. The good teaching is raising both the standard of pupils' responses to their lessons and the quality of their learning. Teaching in Years 1 and 2 is satisfactory. Overall, however, half the lessons seen during the inspection were good or better. The most noticeable feature of the best lessons was the fact that it raised pupils' achievement in understanding and using descriptive language to improve writing. In a Year 5 lesson, pupils were well inspired to write poems in 'Patois', based on the style of a significant poet. Teachers prepare themselves well in order to use their knowledge to help pupils learn effectively. It is in the teaching of speaking and writing that expectations are sometimes low. Teachers take too few opportunities to urge pupils to speak at length

and to initiate ideas. When holding class discussions, they often do not include those who are reluctant to speak.

63. The leadership and management of English are satisfactory. The school has identified the right priorities for future improvement and is well placed to develop the subject further. Resources are constantly updated, and improvements to the accessibility of the library will ensure that pupils will have greater access to non-fiction material. The school offers a satisfactory curriculum, and this could be further enriched by increased opportunities for pupils to write at length, and by inviting writers or poets to share their experience and enthusiasm.
64. Procedures for assessing pupils' work and progress are satisfactory, yet they are not always well used in teachers' planning. Some teachers' marking of pupils' work is inconsistent. Pupils are often not aware of the standard of their work and do not learn how to improve it. Pupils' progress in their ability to read is checked and recorded, but their understanding of the text they are reading is monitored less frequently. Higher attaining pupils would benefit from more rigorous questioning about the texts they have read, to be asked opinions about characters and motives, the meaning of titles, and about why they have enjoyed a book. Pupils are offered good opportunities to read from a range of fiction, but pupils do not read enough non-fiction texts for themselves. The school recognises this, and plans to bring the library into greater use for this purpose.

Language and literacy across the curriculum

65. The National Literacy Strategy has been implemented well, and is now being adapted imaginatively to support the particular needs of pupils at the school. Teachers are beginning to use other subjects to promote literacy through topics in other subjects, for example, when learning about the Jewish way of life, in religious education. Topics in most subjects, such as geography, history and mathematics are not yet used extensively to enhance pupils' writing skills. Pupils are not sufficiently guided to use computer technology to record their poems and stories and to illustrate these with pictures collected from electronic files.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Children enjoy mathematics and work hard during their lessons.
- The numeracy strategy is well established in the school and is helping to raise standards.
- Teachers have good subject knowledge.
- Pupils of all abilities are very well supported in lessons.
- Work is often poorly presented in exercise books.
- Pupils are not given enough time to talk about their work.
- Marking does not help pupils to know what they must do to improve.

Commentary

66. National Curriculum test results for 2003 for Year 2 pupils represent a significant improvement when compared with 2002 results. The National Curriculum results for Year 6 pupils in 2003 are similar to 2002 and are broadly in line with those of similar schools. Tests carried out by

the school for Years 3 to 5 show that substantial gains in standards of attainment were made during the last year. The inspection has found that improvements in the quality of teaching and learning will enable standards to continue to rise.

67. Pupils enter Year 1 with low levels of attainment and make good progress. In Years 1 and 2 the standards of work seen in lessons and in exercise books are below average. Pupils in Year 2 are able to find the difference between, for example, ninety-nine and fifty-two and can add together collections of 10p and 20p coins. They can also recognise and describe common two- and three-dimensional shapes.
68. In Years 3 to 6 standards of work are below average but improving due to teachers' high expectations and good quality teaching. At this early stage in the year, pupils in Year 6 are able to understand complex equivalent fractions, and can convert these to decimals and percentages. They can change mixed numbers to improper fractions and subtract numbers to two decimal places.
69. The quality of teaching and learning is good overall. The first part of the numeracy lesson where mental arithmetic skills are developed is taught very well. A variety of games and exercises are used which encourage pupils to think and calculate at speed. Pupils of all backgrounds and abilities are included in the lessons and the teaching assistants and support teachers give very good support to pupils. Pupils have very good attitudes in lessons, show enthusiasm and work hard.
70. Pupils are given insufficient time to develop their language and thinking skills by explaining to adults and their peers how they arrive at the answers to calculations. Pupils do not take enough care over the presentation of their work which prevents them from revising their learning at a later date. Marking of work is satisfactory but does not help pupils to understand next steps in their learning. Homework is not used sufficiently to reinforce the learning that takes place in the classroom. More use of computers is needed to help pupils develop their skills in mathematics.
71. Leadership and management of the subject are satisfactory and are carried out by team leaders. Monitoring of mathematics teaching and the sharing of good practice within and across the sections of the school needs to be developed.

Mathematics across the curriculum

72. Little evidence was seen of the use of mathematics across the curriculum, and opportunities are missed to reinforce and develop the subject in this way.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good teaching.
- Standards have improved rapidly over five terms.
- With the best teaching, good access to the full curriculum for pupils with special educational needs and those learning English as an additional language.
- Insufficient opportunities for pupils to explore and understand the nature of a fair test, or to devise investigations of their own.

Commentary

73. Given the generally low standard of pupils' literacy, written work and recording in science are, not surprisingly, brief and often of poor quality. This hampers pupils' ability to recall their learning accurately. Overall, standards are well below average in both key stages, although achievement is good from very low attainment on entry. In many classes during the inspection, pupils had been investigating the properties of materials. Across the age range, they complete matrices to show their findings. There is little evidence that pupils are using these to pose and answer questions, or identify patterns. Pupils would benefit from more opportunities to use mathematics and literacy in science work.
74. Teaching is good overall. The good teaching ensures that discussion in science lessons is effective and pupils learn to use correct vocabulary. In some classes a useful format helps to structure pupils' response to investigations. However, even older pupils did not have an opportunity to design their investigation or devise questions to be answered. Although there is expertise amongst the staff, there is no overall curriculum co-ordinator in the school, and opportunities for modelling and sharing good practice across the phase teams are limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **poor**.

Main strengths and weaknesses

- Computers are old, and the state of wiring restricts their use.
- Few teachers include ICT teaching on their timetables.
- Computers and other ICT equipment are rarely used during lessons.

Commentary

75. Very few classes had ICT lessons timetabled during the inspection, and some of these sessions were too short to be counted as full lessons. Only two full ICT lessons were observed. Although teaching in these lessons was satisfactory, the impact was restricted because there was only one computer among a large group of pupils, and thus very few pupils had the opportunity to practise for themselves what had been demonstrated. There was no evidence of ICT work available in pupils' books. Displays around the school show some use of computers for presenting pupils' work, and evidence that some pupils have experimented with fonts and sizes of print. Some pupils have had contact by e-mail with pupils in a school in Canada, but this too has been limited by the insufficient number of computers in the school.
76. There is too little evidence from the inspection on which to make a judgement about teaching, but the indications are that standards of pupils' knowledge and skills in this area are well below what is expected, and that the full requirements of the National Curriculum in ICT are not being met. Although long- term planning includes ICT, there is little indication that in practice the full programmes of study are being addressed across the school. Insufficient time is allocated to the subject, and there is no specified curriculum leader who can share expertise with other staff members.

Information and communication technology across the curriculum

77. There is very little use of ICT across the curriculum. Some work is word-processed for presentation, but in many lessons computers are not switched on, and very little planning includes ICT activities. There is little indication that ICT is used for research, or as an aid to problem solving.

HUMANITIES

During the inspection, three history lessons and four religious education lessons were seen, none of which was in Year 6. No geography lessons were being taught during the inspection, because of the way the curriculum is organised over the year. There was very little work in any of these subjects in pupils' books, as only work from the current term was available. Geography and history are often planned with other non-core subjects as integrated topics. Planning in phase teams is satisfactory, but at present systems for ensuring that historical and geographical understanding is built year by year are not operating effectively. Long and medium term plans for both subjects are in place, but not yet fully implemented. At present, there is little opportunity for good practice to be shared across the school.

Geography

It is not possible to form an overall judgement about provision or standards in this subject. There was very little work available for scrutiny. The subject is part of the medium and long term planning for Key Stages 1 and 2, but there is little indication that this is as yet being fully implemented.

History

Provision is **unsatisfactory overall**, although the judgement is based on very little evidence.

Main strengths and weaknesses

- Content chosen well to engage pupils' interest.
- Lively presentation in some lessons, integrating the subject with literacy sessions.
- Pupils with low levels of knowledge of historical concepts, with missed opportunities to reinforce these.
- Good use of visits to places of historical interest.

Commentary

78. From the limited evidence available, it is clear that pupils attain standards below what is expected for their age. They recall facts about current topics, but have difficulty in talking about what they have learned previously. Year 6 pupils spoke with interest about their visit to Hampton Court as part of a study of the Tudors, and had produced written work of a satisfactory standard describing the use of particular rooms and the garden with appropriate language. Year 3 pupils could name simple sources of information about history, but their understanding of time is not well developed. For example, when asked to calculate the age of Charles Drew, the scientist who developed blood transfusion, at his death, some pupils answered 15, and had difficulty in recognising that this was not a reasonable answer. There was a similar picture in Year 2, where pupils' understanding of the passage of time in relation to the lives of famous people was limited, and opportunities to reinforce this were missed. In general, pupils' low levels of literacy skills limit the standards they reach in history.
79. In Year 4 and Year 2 lessons, pupils were studying black achievers as part of Black History Month. In both lessons, pupils showed interest in the topic, and the Year 4 pupils were able to discuss the need to celebrate the achievement of black people. The lively teaching in this lesson made effective links with the literacy lesson which had taken place earlier in the day, and drew well on pupils' own cultures. These pupils were able to name sources of evidence about history, and most, some with help, recognised the differences and similarities between their school lives and that of Benjamin Zephaniah, the poet.
80. With only three lessons observed, it is difficult to make an overall judgement about the quality of teaching. This is exacerbated by the lack of written work. Indications are that coverage of the National Curriculum is not yet fully implemented.

Religious education

Provision overall is **satisfactory**.

Main strengths and weaknesses

- Good contribution to pupils' moral and social education.
- Good use of the comprehensive agreed syllabus for planning.
- The short time allocated weekly, allowing little depth.
- Pressure of time allows little written work to be completed and hampers assessment.

Commentary

81. Teaching in religious education lessons is good overall. Through assemblies, circle times and lessons, religious education makes a significant contribution to pupils' moral and social education. Pupils identify what makes them unique. They become familiar with key facts about the six main religions. Pupils hear stories and learn about festivals important to these faiths. Children in the nursery make *deeps* to celebrate Divali, while Year 6 pupils have written briefly about different aspects of Buddhism. In some classes, attractive displays complement good teaching in celebrating the faith being studied. The school makes good use of the locally agreed syllabus for religious education to support planning. Although there is no overall curriculum co-ordinator in the school, the deputy head has good expertise, modelling and sharing good practice across the phase teams.
82. However, the time allocated to religious education is short and teachers struggle to cover topics in depth. There is very little evidence of written work in the subject across the school. This limits the amount pupils remember of what they have discussed, and the possibility of assessing their progress systematically. Due to very low attainment on entry, and poor literacy skills, pupils attain standards below those expected for their age in the agreed syllabus.
83. Pupils' limited skills in speaking and listening reduce their ability to argue and reason at the level of complexity required to discuss spiritual questions. There are few opportunities to experience reflection or collective worship and the school does not comply with statutory requirements in this respect.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen for art or design and technology, as they were not included as a focus for the inspection. There was insufficient evidence from work available or displays to make judgements about standards or teaching. Two lessons were observed in physical education, but these did not cover all aspects of the subject, and no lessons were seen in Key Stage 1. In music, four lessons were observed, but none in Year 2.

Commentary

84. In **art and design**, there are some pleasing displays around the school, showing work in a range of media, often used to illustrate other subjects, such as the display on representations of autumn leaves, accompanying poems on the topic of harvest and autumn. In Key Stage 1, there are observational paintings of fruit and vegetables following a trip to Brixton market. Although there is some carefully executed work, there is little evidence that pupils' skills in this area are systematically developed as they move through the school, or that the full range of the National Curriculum programmes of study are being taught.
85. In **design and technology**, there was insufficient evidence on which to base any judgements. The subject is part of the medium and long term planning for Key Stages 1 and 2, but there is little indication that this is as yet being fully implemented.
86. In **physical education**, curricular provision is **satisfactory**. There is insufficient evidence for a judgement on overall provision, standards or teaching. No Year 2 lessons were observed. However, the scrutiny of teachers' half termly planning indicates a satisfactory programme of music and movement for Year 1 and outdoor games for Year 2. The teachers' planning lacks appropriate detail and careful progression of skills. Pupils are not always offered appropriately challenging activities.

87. In two games lessons, pupils in Years 5 and 6 received specialist football and cricket coaching by visiting adults. These lessons were well planned and structured, and both coaches demonstrated good knowledge of the subject, intervening to give pupils the right advice while they were working on the activity rather than waiting until it came to an end before offering correction. Appropriate prominence was given to issues of safety. The adults are mindful to include all pupils in every aspect of their lesson. However, in the Year 6 lesson, the momentum was lost and the pace became very slow when pupils, first boys, then girls, took turns one by one to practise techniques. Pupils in the lessons seen showed good enthusiasm for learning. Because teachers give them timely coaching points, most pupils remain alert and apply their skills well. Most pupils made good progress in these lessons.
88. The school offers regular swimming lessons at a nearby pool for all pupils in Year 4, and extra-curricular opportunities are offered in gymnastics and games. Pupils take part in friendly matches and competitive sport with local schools, and show great enthusiasm and interest in physical education. There is provision for both boys and girls to experience football.
89. Curricular provision in **music** is **unsatisfactory**. Additional evidence was gathered by talking to staff and pupils and the examination of teachers' planning. Throughout the school most pupils experience mainly singing, and there are limited opportunities for instrumental work and very few opportunities for composing, listening and appraising music. As a result, standards are below what might be expected in some aspects of the subject. Singing is of a satisfactory standard overall. Pupils in Years 3 to 6 sing with enjoyment and enthusiasm, their words are clear, and rhythm and melody are generally accurate. The singing in an assembly by pupils in Year 3 was of a very good quality. Pupils sang in unison, had memorised the words of the songs and demonstrated a very good use and control of their own singing voices. Pupils in Years 1 and 2 make suitable attempts to sing along with taped music in assemblies. Although they enjoy singing, it is difficult to judge the quality of their singing mixed with the singing on the tape.
90. In a Year 6 lesson pupils related history to music and learnt about the musical elements such as melody, tempo, harmony and pulse. They also sang tunefully and with appropriate diction and control of voice. In a Year 1 lesson, pupils showed a good ability to explore and identify sounds that different instruments make. Year 2 pupils are just coming to grips with the notion of light and heavy or bright and dark sounds to illustrate the weather.
91. Pupils do not use symbols appropriately to communicate ideas. They have limited skills of composing, recording and performing of musical notations. Most pupils gain an understanding of a wide variety of tuned and untuned instruments, but they do not confidently work with them. Opportunities to listen carefully to evaluate music from other times and places, and understand the use of rhythm and other musical qualities in defining mood, are also limited. Pupils are given too few opportunities to appraise and evaluate each other's work to develop their skills in this area. The school does not have sufficient resources such as instruments, especially those from non-European cultures.
92. Teaching in the lessons observed was good overall. Pupils are keen to perform. There are well-planned teaching opportunities to sing from memory. Pupils in Years 3 to 6 also participate in choir practice and improve control of diction and the musical elements such as phrasing and breathing. Classes are regularly involved in musical presentations to parents. Most pupils demonstrate improving performing skills in singing.
93. Some staff have good expertise in the subject. There is satisfactory provision for extra-curricular activities in music, such as choir and recorder clubs organised on a regular basis. Overall, there is much potential for music to promote pupils' confidence and self-esteem and support their academic and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	6
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

