

INSPECTION REPORT

RONALD ROSS PRIMARY SCHOOL

Wandsworth, London

LEA area: Wandsworth

Unique reference number: 101031

Headteacher: Ms G Baker

Lead inspector: Mr D J Curtis

Dates of inspection: 22nd – 25th September 2003

Inspection number: 257350

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:	213
School address:	Castlecombe Drive Beaumont Road London
Postcode:	SW19 6RW
Telephone number:	020 8788 5233
Fax number:	020 8785 9818
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Young
Date of previous inspection:	1 st March 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the London Borough of Wandsworth and is one of 12 schools identified with the highest social deprivation factor. There are 186 pupils on roll, and the equivalent of 26 full-time children attend the nursery in the morning or afternoon. Over 50 per cent of pupils come from a wide range of minority ethnic families and, currently, 15 different home languages are represented in the school. 106 pupils, of whom 41 are at the early stage of learning English, are supported through additional funding. The proportion of pupils (59 per cent) identified with special educational needs is very high and, of these, 13 have a statement of special educational need. A small but increasing number of pupils come from refugee and asylum-seeking families. Forty per cent of pupils are entitled to free school meals. The school is involved in the following initiatives:

- Excellence in Cities
- The Children's Fund
- Small Schools Fund
- Partnerships with local *Beacon* schools and the local city technology college.

The number of pupils who leave or join the school at times other than of normal admission/transfer is very high. Of the Year 6 pupils who left the school in July 2003 only 12 per cent started in the reception class. Many pupils who join the school later do not speak English or have complex special educational needs. In recent years the school has seen a significant change in teaching staff. Currently, none of the class teachers have been in the school for more than a year, with two starting in September 2003. Many of the teachers are from overseas.

The school received the *Healthy Schools Award* in 2002. It currently provides a *Family Learning Programme* in literacy and numeracy.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20893	Mr D J Curtis	Lead inspector	English, information and communication technology, religious education, English as an additional language
9052	Mrs H Barter	Lay inspector	
20671	Mr J Palethorpe	Team inspector	Mathematics, art and design, music, physical education,
16038	Mrs J Bavin	Team inspector	Science, geography, history, special educational needs, the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a **satisfactory** standard of education and gives **satisfactory** value for money. The number of pupils who leave or join the school at times other than of normal admission/transfer is very high. This fact and the high turnover of class teachers represent significant barriers to achievement.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science, information and communication technology (ICT), and religious education are well below average.
- The achievement of the well above average proportion of pupils identified with special educational needs is good.
- The achievement of the large number of pupils whose mother tongue is not English is good.
- There is underachievement amongst white British pupils because they find it harder to concentrate in lessons.
- Standards in and the teaching of music are excellent.
- The leadership of the headteacher is very good.
- The school has a good ethos and a very strong commitment to inclusion.

The improvement since the previous inspection has been **satisfactory**. The yearly changes in the number of class teachers have been a barrier to greater improvement, particularly because of the need to train overseas teachers to teach the Literacy and Numeracy Hours, the National Curriculum and religious education.

STANDARDS ACHIEVED

Children start school with standards which are well below expectations for three- and four-year-olds, especially in the early development of language skills. A number of children from minority ethnic families speak no English. In the **nursery and reception** classes, children's **achievement is good**, although, bearing in mind their low starting point, few are likely to achieve the goals they would be expected to reach by the age of five.

The **standards achieved by pupils in Key Stage 1 are satisfactory**. Standards in reading, mathematics and science are below average, with those in writing well below average. In ICT and religious education, standards are below expectations. Pupils with special educational needs achieve well, as do pupils whose mother tongue is not English. **The standards achieved by pupils in Key Stage 2 are satisfactory**. Standards in English, mathematics, science, ICT and religious education are well below average. However, achievement is good, especially for pupils with special educational needs and those whose mother tongue is not English. A significant number of pupils leave or join the school during Key Stage 2.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E*	E*	E	D
Mathematics	E*	E*	E	E
Science	E*	E*	E*	E

*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.*

The grade E* means that results were in the bottom 5 per cent of all schools. Although no national comparative data is available for the national tests in 2003, the school's results indicate very marginal improvement over those achieved in 2002.

Pupils' **personal development is good**. Their **spiritual, moral, social and cultural development is good**. Most pupils have **good attitudes** to school. **Attendance is poor**, although the majority of pupils are punctual.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory, with strengths in the teaching of music and of children in the nursery and reception classes. There are weaknesses in the quality of teachers' marking and the day-to-day assessment of pupils' learning.

The quality of the **curriculum is satisfactory**, with strengths in the provision of extra-curricular activities and the use of visits and visitors to enrich pupils' learning.

Pupils receive **very good care and support**. The mentors for learning and social skills provide high quality support for those pupils who experience emotional, behavioural and relationship difficulties. Pupils with special educational needs receive strong support. The school has **satisfactory links with its parents**, but **very good links with the community** it serves. The school makes very good use of local *Beacon* schools and the city technology college to support pupils' learning.

LEADERSHIP AND MANAGEMENT

The **leadership of the headteacher is very good** and the **management of the school is good. Governance is good**. The headteacher has led the school most effectively through a significant period of staffing instability in recent years and has now established a strong management team which has the capacity to meet the school's determination to raise standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Only four parents met with the registered inspector and 16 questionnaires were returned. As a result it is **not possible to make a valid judgement on parents' views** of the school.

Pupils clearly enjoy school and are happy. They value the work of the school council in bringing about improvements to the playground and the toilets.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics, science, ICT and religious education;
- raise the achievement of white British pupils;
- improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are well below average. Achievement is satisfactory, with the well above average proportion of pupils with special educational needs showing **good achievement**. The **achievement** of pupils whose mother tongue is not English is **good**.

Main strengths and weaknesses

- Standards in English, mathematics, science, information and communication technology (ICT) and religious education are well below average.
- Standards in music are well above average.
- Pupils with special educational needs make good progress in their learning, and their achievement is good.
- Pupils whose mother tongue is not English make good progress and their achievement is good.
- A significant proportion of white British pupils are underachieving.
- Children in the nursery and reception classes show good achievement.

Commentary

Standards in national tests at the end of Year 2 – average point scores¹ in 2002

Standards in:	School results	National results
reading	13.2 (13.8)	15.8 (15.7)
writing	12.2 (10.8)	14.4 (14.3)
mathematics	14.4 (14.8)	16.5 (16.2)

There were 26 pupils in the year group. Figures in brackets are for the previous year

1. There are currently no average point scores for the results of the national tests in 2003. Indications from the proportions of pupils reaching the expected Level 2 and above in the most recent tests are that standards have improved in mathematics, with those in reading and writing similar to those of 2002. Standards achieved vary from year to year because there are significant variations in the proportion of pupils identified with special educational needs, together with variations in the proportion of pupils whose mother tongue is not English.

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

Standards in:	School results	National results
English	24.8 (22.7)	27.0 (27.0)
Mathematics	23.5 (22.3)	26.7 (26.6)
Science	25.0 (24.7)	28.3 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

¹ The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2 the level attained by each pupil, for example in mathematics, is given a score – a Level 1 = 9 points, a Level 2 = 15 points and so on. Therefore the average points score in mathematics is worked out by adding up all of the points attained by pupils and then dividing by the number of pupils who took the test. Therefore a school whose average points score for mathematics in the tests at the end of Key Stage 1 is greater than 15 is one whose pupils are performing above expectations for their age. The average points score for Level 4, the nationally expected level for pupils at the end of Key Stage 2, is 27.

2. No average point scores are available for the 2003 national tests. Indications from the proportion of pupils who achieved the expected Level 4 and above in the 2003 national tests show that the slow trend of improvement has been maintained. Results in Year 6 are affected every year by the very large numbers of pupils who leave or join the school between Year 3 and Year 6. In the Year 6 group which left the school in July 2003, 12 pupils joined from Year 4 onwards, including a significant number who could not speak English.
3. **The achievement** of children in the nursery and reception classes is **good** and they make good progress in their learning. However, the majority are unlikely to reach the goals they would be expected to reach.
4. **Achievement in Key Stage 1 and Key Stage 2 is satisfactory.** At the end of Year 2, standards in English, mathematics and science are below average, but show an improving upward trend. In ICT standards are below expectations, and in religious education they do not meet the expectations of the locally agreed syllabus. At the end of Year 6, standards are well below average in English, mathematics and science. In ICT, standards are well below national expectations because pupils do not study the subject in sufficient depth. Standards in religious education are well below the expectations of the locally agreed syllabus because pupils have insufficient skills, knowledge and understanding of the subject.
5. The achievement of pupils with special educational needs is good. Many of these pupils have very complex needs and it is because of high quality support from experienced and dedicated classroom assistants that they do so well. The achievement of pupils whose mother tongue is not English is good. Many of these pupils join the school other than at times of normal/transfer and admission. Good early identification of their learning needs together with effective support from the specialist teacher and classroom assistants contributes significantly to their good progress.
6. A significant number of white British pupils are underachieving, including boys and girls. These pupils find concentration in lessons difficult and their behaviour is often challenging. They find independent work very difficult to cope with. As a result they do not make sufficient progress in lessons and this is a key factor in their underachievement.

Pupils' attitudes, values and other personal qualities

Pupils have **good attitudes** to school. Attendance is **well below the national average**, although most pupils are punctual. Their **spiritual, moral, social and cultural development is good.**

Main strengths and weaknesses

- Pupils concentrate well in lesson introductions and in the final session.
- The enthusiasm and positive attitudes of pupils from minority ethnic families are good.
- The behaviour of *most* pupils in lessons and in the playground is good.
- The attitudes, behaviour and ability to work independently in lessons of a number of white British pupils are unsatisfactory.
- Attendance is well below the national average.
- Pupils' spiritual development is not as strong as their moral, social and cultural development.
- The school council allows pupils to take responsibility and to express their views on the school.

Commentary

Attendance in the latest complete reporting year 2002

Authorised absence		Unauthorised absence	
School data	7.1	School data	1.4
National data	5.9	National data	0.5

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

7. Attendance levels are well below the national average and have a significant impact on the progress made and standards achieved. Despite its best efforts, a number of parents do not support the school or their children in recognising the importance of regular attendance.

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	93	7	0
White – Irish	3	0	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	15	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	12	0	0
Black or Black British – African	18	0	0
Black or Black British – any other Black background	7	5	0
Chinese	1	0	0
Any other ethnic group	11	0	0
No ethnic group recorded	1	0	0

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

8. The fixed-period exclusions were related to very challenging behaviour shown by pupils who were in Year 6 last year. Parent governors confirm that the feeling of parents as a whole is that there has been a significant and dramatic improvement in behaviour since then.
9. Most pupils enjoy school and have good attitudes to their work. They settle quickly at the start of lessons and are particularly keen to ask and answer questions. Pupils concentrate well and work hard. At the end of lessons they are willing to contribute to discussions and to share their work with the rest of the class. Pupils from minority ethnic families show very good levels of concentration and application to their work. Pupils with special educational needs also concentrate well and work very hard, especially when they receive high quality support from classroom assistants. Through the school council, pupils have good opportunities to give their views on the school.

10. A significant number of white British pupils, boys and girls, find it very difficult to concentrate, especially in independent and group work. As a result they make little progress in lessons and this contributes to their underachievement. Teachers do not always give these pupils sufficiently clear targets for the amount of work they should do in independent and group work and this contributes to their weaker levels of concentration.
11. Behaviour is good in lessons and in the playground. In lessons teachers have high expectations that pupils should behave well. In the playground pupils enjoy a good range of hard-surfaced and grassed play areas and activities which reduce boredom and the potential for misbehaviour. When conflicts arise, pupils benefit from the important contribution of the mentors for learning and social skills and their impressive work as mediators.
12. Pupils have a good understanding of right and wrong, and relationships in the school are good. Racial harmony is a very positive aspect of pupils' relationships. Pupils have good opportunities to develop greater awareness of their own and others' cultures through an interesting and exciting range of visits and visitors to the school. Pupils' spiritual development is not as well developed, as there are insufficient planned opportunities in lessons to raise their spiritual awareness. However, music makes a strong contribution to pupils' spiritual and cultural development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory. Teaching is satisfactory, with strengths in the teaching of children in the Foundation Stage. Assessment is satisfactory, with a weakness in the quality of teachers' marking. Whilst satisfactory overall, the curriculum is enriched by the good range of extra-curricular activities provided.

Teaching and learning

Teaching and learning are **satisfactory** overall. Teaching is good for pupils with special educational needs and for those whose mother tongue is not English.

Main strengths and weaknesses

- Relationships with pupils are good and there are high expectations that they should behave well in lessons.
- The teaching of music is excellent.
- The quality of teachers' marking is unsatisfactory.
- Classroom assistants are not used consistently at the start and end of lessons to help teachers assess pupils' learning.
- The teaching of pupils with special educational needs is good.
- The teaching of pupils whose mother tongue is not English is good.
- The quality of teachers' planning is inconsistent, as is the sharing of learning objectives at the start of lessons.
- There are good procedures for assessing pupils' learning by gender, ethnicity and ability.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (13%)	5 (13 %)	10 (27 %)	15 (41 %)	1 (3 %)	1 (3 %)	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.

13. The inspection took place at the start of a new school year, and it is therefore impressive that teachers have established good relationships with their pupils. Teachers provide good guidance for their pupils, especially in lessons where they receive high quality support from classroom assistants. Teachers set clear expectations for behaviour and classroom *rules* and this helps pupils settle quickly into the day-to-day routines of their new class. As a result, most have a positive attitude and want to learn.
14. The teaching of music is an outstanding strength of the school and contributes significantly to the very high standards achieved. The quality of pupils' musical performance is most impressive because they enjoy learning music and are motivated to succeed. There are strengths in the teaching of pupils with special educational needs because work is carefully matched to their individual needs and they receive high quality support from classroom assistants. The specialist EMAG (Ethnic Minorities Achievement Grant) teacher provides good support in lessons for pupils whose mother tongue is not English and this contributes to the good progress made.
15. Whilst, in most lessons, teachers use classroom assistants effectively to support pupils' working independently and in groups, they are not used to maximum effect at the start and end of lessons. Teachers miss opportunities to use classroom assistants to help them assess pupils' learning, for example by noting which pupils ask and answer questions. Teachers' day-to-day assessment of pupils' learning is further weakened by inconsistent application of the school's marking policy. Too much work is unmarked and marking does not tell pupils how well they are doing or what they need to do to improve.
16. The school has very effective systems for analysing the standards achieved by each year group and setting targets for future learning. The school identifies strengths and weaknesses by gender, ethnicity and ability and it has already identified underachievement by white British pupils. However, the very large number of pupils leaving and joining the school means that it constantly has to revise the targets set. The targets set are realistic, but challenging.
17. Teachers are inconsistent in sharing the learning objectives with pupils at the start of lessons. In the best example in Year 3 the lesson objective was written up on the whiteboard and referred to. A striking feature of teaching in Year 3 is that the teacher asked the pupils at the end of the lesson whether they felt they had achieved the learning objective. However, this quality and consistency are not seen elsewhere. Where pupils know the learning objective, they know what is expected of them and this motivates them to learn. Inconsistency is seen in teachers' planning, particularly in group work where it is not made sufficiently clear what pupils should achieve in this part of the lesson. As a result, pupils' attitudes in independent work are not as good, especially among white British pupils, and this leads to underachievement.

The curriculum

The curriculum is **satisfactory**

Main strengths and weaknesses

- The curriculum for music is exceptional and resources are very good.
- Initiatives that enrich the curriculum are very good.
- Extra provision for some pupils with special educational needs is very good.
- Provision for pupils developing English as an additional language is good.
- The location of the ICT Suite is unhelpful to teachers and pupils.
- The inclusion of all pupils in the breadth of the curriculum is a strength of the school.

Commentary

18. The school successfully plans for the entire National Curriculum. There are many initiatives in place to ensure that all pupils have access to a good range of learning experiences. These include linked football and literacy programmes, as well as a variety of sports initiatives involving the local community. Additionally, there is a comprehensive programme of visits out and visitors in to school that includes theatre trips and working with artists in school. The entire school benefits from the exceptional provision for music from a gifted specialist teacher.
19. The school's flexible response to pupils with a wide range of emotional, behavioural and learning needs is impressive. This accounts for examples of remarkable success with pupils with challenging behaviour, and the focused orderly community that the school is now. The headteacher leads a school committed to embracing diversity and meeting individual needs. An impressive feature of the various initiatives is the extent to which they are evaluated and selected purposefully. The result is a highly inclusive school skilfully balancing equal opportunities while hand picking special provision to meet individual needs very effectively. It is this fine balance that enables provision for different groups of pupils to be so good. The school has just introduced new plans for half-hourly slots dedicated to pupils' personal, social and health education. These plans look good, but it is too soon for their full effect to be felt.
20. The school provides good support for pupils joining the school whose mother tongue is not English. There are good initial assessment procedures which identify which stage of learning pupils are on. From this assessment, levels of support are provided based on pupils' needs. Pupils on Stage 1 receive good additional teaching support from the EMAG teacher.
21. Most classrooms are sufficiently light and airy to make a pleasant learning environment. However, the location of the ICT Suite is unhelpful to teachers and pupils alike. It is too close to two halls and not separated from a main thoroughfare. Inevitably lessons are distracted by the flow of *traffic* around the area and this is a barrier to teaching and learning. The school is built into a hill with many steps and not all have accompanying ramps. Access for wheelchair users is, therefore, difficult. The school complies with recent legislation and has a disability action plan in place.

Care, guidance and support

Provision for pupils' **care, welfare, health and safety** is **good**. They are provided with **very good support, advice and guidance**.

Main strengths and weaknesses

- The school's strong commitment to providing good standards of care, welfare, health and safety for all its pupils.
 - There are very good and trusting relationships between pupils and adults in the school.
 - The quality of care and support from the mentors for learning and social skills is very effective.
 - Pupils have very good access to well informed support and guidance.
 - There are good induction arrangements for pupils who are new to the school.
 - There are a number of health and safety concerns relating to the teaching of physical education.
22. This is a caring school where all pupils are looked after well. There is very good awareness of child protection procedures and those relating to pupils in public care. Staff make the best possible use of outside agencies and services to provide pupils with very good pastoral support. This is carefully planned and monitored so that guidance and support are matched carefully to the pupils' needs. While statutory requirements for health and safety are met, there is insufficient attention to pupils' care during the teaching of physical education.
 23. The learning mentor and social skills mentor support pupils and their families very well and play an important role in the school's commitment to the inclusion of all pupils. Children who

are new to the school are helped to settle quickly because they are introduced carefully to routines. The breakfast club provides pupils with nutritious food and has had a good impact on punctuality for some pupils. Pupils have good relationships with adults in the school and say that they always know who to go to if they have any worries. Their views are valued and their suggestions for improvements to school life, such as renovating the toilets and providing more playground facilities, are taken seriously and acted upon.

Partnership with parents, other schools and the community

The school's **links with parents** are **satisfactory**. **Links with the community** and with **other schools and colleges** are **very good**.

Main strengths and weaknesses

- The school works hard to encourage parents to be involved in their children's learning and deals well with their concerns.
- In spite of the school's efforts, a significant number of parents do not support their children's learning at home or school.
- There are supportive and well informed parent governors.
- Reporting of foundation subjects² in pupils' end-of-year reports is not as good as it could be.
- There are very good links with the community and with other schools and colleges.

24. In spite of its very best efforts to encourage parental involvement, the school struggles to engage many parents in its work and their children's learning. This is reflected in the small number of questionnaire returns and the very low turnout to the pre-inspection parents' meeting. Parent governors, who support the school's work very well, report that parents are happy with the school. The school is not complacent and continues to seek ways to improve parents' involvement through both formal meetings and informal opportunities, such as *coffee chatters*, some of which are reasonably well supported. There is very good liaison with and support for individual parents and families, and a clear focus on engaging and including them as much as possible in school life. School documentation is well presented and encourages parents to help their children at home. End-of-year reports provide a good basis for discussion, although there is not enough information about pupils' progress in the foundation subjects. The EMAG teacher has a strong commitment to involving parents of pupils whose mother tongue is not English.

25. The school makes very good use of its links with other schools, colleges, outside agencies and the community to enrich the curriculum, to support pupils' needs and to provide a wide range of learning experiences outside the school environment. These contribute well to pupils' learning and to their personal development. Partnerships with other schools provide staff with supportive forums for sharing expertise and skills and for working together to improve pupils' achievement. Where possible, the school encourages the local community to use its facilities, such as the enclosed play area, and is very welcoming towards anyone who volunteers help.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher provides caring and supportive leadership.
- The deputy headteacher provides highly effective support.
- There is a strong sense of drive and direction.
- All share a common purpose and work together as a team.

² Art and design, design and technology, geography, history and physical education

- The governors have a detailed understanding of the school's strengths and areas for improvement.
- The role of the co-ordinator for some subjects is under-developed.

Commentary

26. The headteacher has created a supportive ethos which is clearly focused on raising standards. She is very effectively supported in this by the deputy headteacher. Past staffing difficulties have been overcome, and the headteacher has now built a strong team who are clear about their aim to raise achievement. Good attention is paid to developing teachers' skills. The school uses all the outside help available, including local *Beacon* schools, to learn from best practice elsewhere. The school's priorities were to improve behaviour and attitudes. This has been successfully achieved, and is now enabling attention to be paid to raising standards. A thorough analysis of results gives the school a clear insight into pupils' progress in the core subjects³. It identifies achievement by gender, ethnicity and ability and enables the school to target specific pupils for extra help.
27. The governing body is well informed about the strengths and weaknesses of the school. It deals with them openly and frankly, and contributes fully to the school development plan. The chairman and parent governors are particularly knowledgeable and supportive. The governing body is well organised with a committee structure, and aims to improve its own performance through training. It is prepared to take difficult decisions where necessary.
28. A barrier to raising achievement has been the high incidence of pupil mobility. Records show that only 12 per cent of pupils went from reception to Year 6, which has had a negative effect on pupils' progress and standards. In the past, staff mobility has led to a lack of continuity in pupils' education, and difficulty in developing some subjects. The school has managed this situation well recently, with a more stable staffing situation. A stronger management structure is emerging, and co-ordinators will be in place for all subjects. The way that this has been addressed and the school's awareness of its strengths and weaknesses indicate that the school is well placed to improve further.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	755,532	Balance from previous year	88,847
Total expenditure	845,765	Balance carried forward	-1,386
Expenditure per pupil	3,554		

29. Expenditure per pupil is high, but is similar to expenditure levels in other London schools. The school's financial management is good, and every attempt is made to apply best value principles.

³ English, mathematics and science

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the nursery and reception class is **good**.

Commentary

Most children join the nursery with attainment which is well below expectations for their age. Poor speaking skills and a significant lack of curiosity and initiative have a detrimental effect on their attainment in most areas of learning. They achieve well because teaching is good and they enjoy a wide range of well planned and stimulating activities both in the classrooms and outside. The leadership and management of the Foundation Stage are good and have a positive effect on the progress children make in their learning. The current quality of provision gives a similar picture to that at the time of the last inspection.

Personal, social and emotional development

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

Main strengths and weaknesses

- All adults set a very good example to children of how to speak and behave.
 - All adults share consistently high expectations of children's behaviour and explain these clearly.
 - Children who are new to learning English are supported with great sensitivity.
 - Children with special educational needs are very well included in all activities.
 - Teaching is very good.
 - Because of this very good provision most children trust staff and learn to conform remarkably quickly.
30. All staff demonstrate considerable patience, care and commitment to the children. They take every opportunity both to reinforce their expectations of children's behaviour and to praise them. They are unfailingly firm but supportive in their relationships with children. Consequently, most children settle quickly and rapidly increase their readiness to learn. At the time of the inspection, many were very new to the nursery but already sharing space and equipment harmoniously for most of the time. Their independence in putting shoes and socks on after their first movement session in the hall was impressive.
31. There were several examples of children in the reception class demonstrating their growing maturity and social awareness. For example, several 'buddies' take care of nursery children. Similarly, older children are less likely to forget themselves and charge through the flower beds. Increased confidence means greater interest and concentration, although speech and language difficulties still limit their relationships.

Communication, language and literacy

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

Main strengths and weaknesses

- Staff successfully promote children's interest in books.
- Staff successfully increase children's interest in writing.
- All adults listen carefully to children and encourage them to speak.
- Teaching is good and children achieve well.
- Opportunities for focusing on individual children are sometimes missed.

- Children’s speech and language are often well below expectations for their age.
32. Few children are on course to read and write to the extent expected for their age by the end of the reception class. This is because most start school with weaknesses in speech and language and lack confidence when making marks on paper. Most children are more reliant on facial expression and gesture than words to communicate, but many are also reluctant to express themselves even without words. The Early Years team are very aware of children’s needs. They are particularly good at valuing what children do, including their attempts to communicate, and in providing new vocabulary. They listen to children patiently, giving them important time to think, and they speak very clearly to them, setting a good example.
33. Teachers share large, colourful books that capture the class’s imagination and hold interest well. All adults share smaller books with individual children, using their strong relationships with children as well as the book to boost learning. These experiences and stimulating activities such as children making their own ‘concertina’ books mean that they develop a good interest in letters, sounds and ‘writing’. Nevertheless, in spite of making good progress, they do not completely catch up to fully reach expectations for their age. They quite rightly have good opportunities to work at activities they have chosen. Sometimes, on these occasions, adults miss opportunities to develop individual skills.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Adults successfully stimulate children’s interest in number.
- Adults use various situations throughout the day to reinforce children’s understanding of number and shape.
- Occasionally opportunities to extend individual skills are missed.

Commentary

34. Teaching and learning are good because all adults use number and shape vocabulary in a variety of activities. They share the expectation that children will count increasingly meaningfully as rapidly as possible. Consequently, children become accustomed to counting throughout the day. For example, they count running around a ‘circle’ in the hall and each other when they are lining up to leave the classroom. When children work at activities of their own choice, opportunities to extend individual mathematical skills are sometimes missed.

Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Planning for this area of learning is good.

Commentary

35. Teaching and learning are good because teachers have a good understanding of the breadth of this area of learning. Teachers plan carefully to ensure that children’s experience is broadened both in the classroom and outside. Consequently, children achieve well, learning through exploration and discovery. For example, children in the nursery repeatedly rolled toy cars down a ramp in the outside area and so discovered about gravity and speed. In the reception class, children used magnifying lenses to scrutinise natural objects, such as conkers

and leaves. In spite of this good provision and their increased willingness to experiment, children remain more dependent on adults than is expected for their age.

Creative development

Provision for creative development is **very good**.

Mains strengths and weaknesses

- Children in the nursery and reception class benefit from exceptional teaching in music.
- Nursery and reception staff have very a good understanding of the importance of children using their imaginations.
- This area of learning makes a very good contribution to other aspects of each child's development.

Commentary

36. Children in the nursery and reception class benefit from outstanding music teaching. They use instruments with exceptional sensitivity, co-ordination and skill in lessons with the specialist teacher in the hall. The Early Years team has a very good understanding of the value of this area of learning. Consequently, they provide very good opportunities for children to express themselves using a wide variety of materials. For example, nursery children begin to identify feelings as they draw their families, and reception class children begin to develop 'stories' in a small group in the 'dentist's' role-play chair. These activities make a major contribution to developing literacy skills.

Physical development

Provision for physical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Adults have high expectations of children's achievement.
- Teachers make good use of children's imaginations to develop their physical skills.

Commentary

37. The Early Years team has a very good understanding of how children at this age learn best. They use imaginative songs to encourage children to run around a circle. Suitable outside equipment means that children practise climbing and steering tricycles. The wide range of well planned activities gives all children good opportunities to develop more precise control as they manipulate, connect and construct with various pieces of equipment. This makes a good contribution to their control of pencils and crayons and so helps early writing skills. These opportunities are exceptional when children use musical instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 6, standards are below average in reading and well below average in writing.
- The achievement of pupils with special educational needs is good.
- The achievement of pupils whose mother tongue is not English is good.
- There is underachievement amongst white British pupils.
- There is inconsistency in the quality of teachers' planning and marking.
- The teaching of ELS⁴ and ALS⁵ is good.

Commentary

38. By the end of Year 2, standards in reading are below average. Because of satisfactory teaching, pupils' use their knowledge of phonics (letter sounds) to read new and unfamiliar words. However, few read with the confidence and fluency expected for seven-year-olds. By the end of Year 6, pupils read more fluently, but with little expression. Often, reading is hesitant and pupils misread key words. They talk about favourite authors and books but do not give reasons for their choices to the depth expected of 11-year-olds. They show a stronger recall of the plot and characters in stories they read. Library skills are satisfactory. Pupils know where to find a specific reference book, but are still unsure of the terms *contents*, *index* and *glossary*.
39. In writing, pupils are taught the key skills required by the National Literacy Strategy. However, they have too few opportunities to use and apply these skills when writing in English and other subjects. The range of writing for different purposes and audiences is too narrow. Key skills of spelling, punctuation and grammar are not secure when pupils write in other subjects. Teachers are inconsistent in reminding and expecting pupils to apply their key skills when writing. Standards of handwriting and presentation are unsatisfactory. Although handwriting skills are taught and practised in exercise books, pupils do not use these skills in their other writing. They choose pencil, pen or biro seemingly at random as their writing tools and this does not ensure consistency or improvement in handwriting skills.
40. The achievement of pupils identified with special educational needs is good. In most literacy lessons they receive good support from dedicated classroom assistants and make good progress in meeting the targets set in their individual education plans. The achievement of pupils whose mother tongue is not English is good. They are assessed and identified by the EMAG teacher and then given work which matches their stage of English acquisition. Those on Stage 1 (with little or no English) receive good support in lessons from the EMAG teacher. As a result, they show enthusiasm and are motivated to learn.
41. The teaching of ELS and ALS is good and is having a positive impact on raising the self-esteem of pupils who receive this support. Sessions are taught by a dedicated and specially trained classroom assistant who knows the pupils well and matches work to their learning needs. In each session there are three or four interesting but challenging activities which hold the attention of pupils, and this contributes to good progress.
42. The underachievement amongst white British pupils has been identified by the school. This particular group of pupils shows less concentration in lessons and finds the independent/group work part of the lesson especially difficult, particularly working without

⁴ Early Literacy Support – To support pupils who are identified for additional literacy support in Year 1

⁵ Additional Literacy Scheme – To support pupils in Key Stage 2 who have already fallen behind in literacy, but who would not otherwise receive any additional support

support from an adult. The lack of a clear target for what they should achieve in this part of the lesson is a contributory factor to their underachievement.

43. The co-ordinator is at the start of his second year in the school and his leadership and management of the subject are effective. However, his work has had insufficient time to have a significant impact on standards. A detailed action plan has been drawn up to develop the teaching of literacy with a clear aim to raise standards, which have not improved significantly since the previous inspection.
44. The quality of teaching is satisfactory overall, taking into consideration that many of the teachers have not been trained in the National Literacy Strategy. There are strengths in the teaching of key skills, but this is undermined by the lack of expectation that pupils should use and apply these skills. The quality of planning is inconsistent. The best planning is in Year 3, where there are clear objectives for each part of the lesson. In other year groups, planning sometimes indicates a list of activities that pupils will do rather than what they will learn. Where planning indicates a list of activities, the independent/group work part of the lesson is unsuccessful because pupils do not have a clear understanding of what they are expected to achieve. Teachers' marking is inconsistent. Too much work is unmarked, especially when pupils write in other subjects. Marking does not tell pupils how well they are doing or what needs to be improved.

Language and literacy across the curriculum

45. Pupils have too few opportunities to use and apply their key skills of reading and writing. In addition there are significant weaknesses in teachers not expecting and/or reminding pupils of the importance of using key skills when they write in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Key Stage 1 are below average.
- Standards at the end of Key Stage 2 are well below average.
- The National Numeracy Strategy is now fully implemented.
- There is good analysis of results to guide planning.
- Marking is inconsistent and sometimes unsatisfactory.
- There is insufficient planned use of ICT to support learning.

Commentary

46. Analysis shows that a number of factors are prominent in causing low standards. In particular, high pupil mobility, a high proportion of pupils with special educational needs and a high proportion of pupils with English as an additional language all play a part. Additionally, the large number of teachers leaving and joining the school has had a negative impact on pupils' learning and the consistency of teaching. As a result, standards have not improved significantly since the previous inspection. Yearly tracking of pupils' results shows that the majority are making satisfactory progress and achieving appropriately for their ability.
47. The Numeracy Hour is now used throughout the school. This ensures that there is a consistent structure to lessons, with clear objectives. This is an improvement since the last inspection. However, the introduction to the lesson is not always as crisp as it should be. Sometimes teachers modify the work well according to how pupils are progressing, but on other occasions they stick too rigidly to the set plans. There is a heavy but appropriate emphasis on number work. ICT is sometimes used but is not sufficiently embedded in planning, and there are missed opportunities to support pupils' learning this way.

48. Teaching seen during the inspection was all at least satisfactory, and some was good. Clear lesson objectives are made known to pupils. They respond well to this, although a significant number are unable to get on with their written work when they are not directly supervised by an adult. Teaching assistants are mostly used well to support pupils who need extra help, ensuring that all are fully included in the lesson. Being so early in the year, there was not a lot of current written work to see. However, the analysis of last year's work indicates that marking is inconsistent and unsatisfactory. Some is done well, with constructive comments to help pupils, whilst other work is not marked at all.
49. Some very good work has been done recently in developing mathematics in the school. The National Numeracy Strategy has been successfully implemented, and much has been done to improve teachers' knowledge and understanding of the strategy through in-service training. There is an appropriate action plan, and a progress report showing what has been achieved. There is a vacuum at present as the co-ordinator is not at the school now. The school realises that 'standing still' is not an option, and that something needs to be done to continue the development of the subject.

Mathematics across the curriculum

50. Numeracy is used satisfactorily across the curriculum. There are effective links with other subjects, such as geography, history, and design and technology, which help to consolidate pupils' understanding.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are well below average.
- Standards by the end of Year 2 are below average.
- The subject is well led and managed.
- Teaching has improved and helps pupils to learn at an acceptable rate.
- There is a good emphasis on practical work.
- Pupils behave well in lessons.
- There are too few opportunities for pupils to record work in their own words.

Commentary

51. Standards are well below the national average for the oldest pupils. These pupils have not achieved well enough because of weaknesses in teaching in the past that have left significant gaps in their knowledge. For example, they are confused about 'oxygen' and 'gravity,' and their understanding of 'resistance' as a force is superficial. However, improvements in planning and teaching have begun to have a positive effect. Last summer most pupils achieved the national average in the national tests at the end of Year 2. These pupils understand, for example, that creatures' habitats vary according to their needs but lack the vocabulary to explain this clearly. Last year there were not as many pupils reaching the higher levels as expected nationally. Standards are similar in all elements of the subject.
52. At first sight these results suggest no change since the last inspection. This is far from the case. The school has suffered considerable turmoil with staff changes and challenging pupils since then and has made tremendous improvements over the last 18 months. The vast majority of pupils now want to learn, enjoy science and apply themselves well in lessons. The school now follows nationally recommended plans for the subject. These address the need for the clear progression of knowledge, skills and understanding in science in all aspects, which successfully supports teachers who are not subject specialists. This is why the subject is now taught satisfactorily overall. The headteacher has been very successful in establishing an

enthusiastic team of teachers. The subject benefits from this team reflecting on their science planning and teaching and how to improve.

53. The school recognises that most pupils learn best through practical involvement and has retained previous strengths in using practical activities as a vehicle for pupils' scientific learning. This is a significant feature in successfully involving pupils with special educational needs. Teaching assistants also make a positive contribution to all pupils being fully involved in science lessons. Equipment to observe, touch and use also benefits those pupils who are developing English as an additional language.
54. The new subject co-ordinator has made very good use of the school's links with *Beacon* schools to introduce useful assessment procedures. These will be used for the first time this half term. She teaches the subject very well and so is in a strong position to lead it with credibility. She recognises that improving pupils' subject vocabulary and writing is essential and that science must make a greater contribution to this.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is unsatisfactory.

Main strengths and weaknesses

- Standards are well below national expectations.
- The location of the ICT Suite is a significant barrier to teaching and learning.
- Pupils benefit from the support of the local city technology college, particularly in the *control and modelling* aspect of the subject.
- There is insufficient assessment of pupils' learning.

Commentary

55. Standards are well below expectations at the end of Key Stage 1 and Key Stage 2. The analysis of pupils' work from last year shows very little evidence of any recorded work and the school has no portfolio to illustrate what pupils have achieved in the subject. The work that has been saved and was kindly downloaded by teachers is at a very superficial level and not to the depth required. Pupils' key skills are not secure. However, in the *control and modelling* aspect of the subject, evidence indicates that standards are at a higher level because of effective support from the local city technology college.
56. The location of the school's ICT Suite presents teachers with great difficulties in whole-class teaching. The ICT Suite is 'open' to the main corridor leading to the nursery, reception and Key Stage 1 classes and there is a regular *traffic flow* of adults and pupils passing by. In addition, noise levels from the two adjacent halls have a significant impact on teaching. The critical factor is that pupils' concentration is severely affected by the location of the ICT Suite and this has a negative impact on their learning. It is especially difficult for teachers to demonstrate and explain new skills or to introduce new programs. Equally, it is very hard for pupils who are trying to give oral presentations on their work to the rest of the class when there are constant levels of distraction.
57. The teaching observed was satisfactory, with strengths in teachers' subject knowledge. However, teachers do not share learning objectives with pupils and this reduces pupils' understanding of the purpose of the lesson and what they should be achieving. In addition, when pupils are working, teachers are not quick enough in identifying those who are struggling and in providing them with additional support. As a result, pupils become frustrated and this leads to a lack of concentration and some immature behaviour. More-able pupils show very high levels of concentration and their achievement in lessons is good. In Year 6, more-able pupils have a good understanding of spreadsheets. Teachers' planning shows insufficient planned opportunities to use ICT in literacy, numeracy and other subjects.

58. It is too early to make a clear judgement on leadership and management because the co-ordinator has only very recently been appointed. However, evidence from the inspection suggests that the subject has previously not had a high enough profile. There are weaknesses in the assessment of pupils' knowledge, skills and understanding and in the quality of information that is passed on from year to year. Current hardware difficulties mean that classroom-based computers cannot be used.

Information and communication technology across the curriculum

59. Unsatisfactory because pupils have too few opportunities to use and apply key skills when working in other subjects.

HUMANITIES

The inspection concentrated on religious education. However, for geography and history the school follows national guidance in planning for the full National Curriculum. This was reflected in displays in school that incorporated **geography and history**. The school rightly ensures that the contribution of famous black people is included in **history** topics. Weaknesses in writing throughout the school mean that there is little recorded work in **geography and history**. The school recognises that these subjects need to provide greater opportunities for pupils to develop their writing skills.

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below the expectations of the locally agreed syllabus.
- Teaching and learning are unsatisfactory.
- The recently appointed co-ordinator has a detailed understanding of what is required to improve the provision for the subject.

Commentary

60. By the end of Year 6, standards are well below the expectations of the locally agreed syllabus because pupils study the subject to an insufficient depth. Their knowledge and understanding of Christianity and other world faiths are superficial. The analysis of pupils' work from the previous school year was very limited as only three recorded pieces of work in Year 6 were available. Work was of a poor quality, was often unfinished and never marked. Pupils' application of literacy skills was weak. Recorded work in other year groups was limited and reflected the same issues identified in Year 6.
61. Teaching and learning are unsatisfactory, and a contributory factor to this is the lack of confidence and subject knowledge in teaching the subject. Overseas teachers are not trained to teach the subject, as it is not taught in their own schools, unless they are church schools. Pupils' written work reflects an unsatisfactory attitude to the subject.
62. The co-ordinator's own teaching is very good and serves as a useful *role model* for her colleagues. In the short time since her appointment she has identified the key weaknesses in the subject and produced a detailed action plan to address them. However, she does not have enough time to monitor the implementation of the action plan, particularly in the regular checking of teachers' planning and pupils' work to ensure that the subject is taught to the required depth.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection did not focus on art and design, design and technology, music and physical education. However, evidence was gathered from observing music and physical education.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Teaching by the specialist music teacher is excellent.
- Standards at the end of Key Stage 2, especially in performance, are well above national expectations.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

63. The excellent teaching, the very good provision and the high standards are all due to the experience and expertise of the specialist music teacher. His enthusiasm for teaching and love of the pupils are obvious, and have not waned in his 31 years at the school. Whether pupils have learning difficulties, behaviour difficulties or English as an additional language, or are talented musicians, they are all captivated from the first minute of the lesson, and all benefit from his inclusive approach. They thoroughly enjoy their work, whether it be listening to Shostakovich's 7th Symphony, or actually playing it in the class orchestra. Work in music is developed effectively to link with pupils' humanities work. The work on Shostakovich linked successfully to their work on World War 2.
64. **In art and design** there are attractive displays around the school, helping to provide a pleasant learning environment. In particular collage work is well represented, showing national flags, national foods, and people from around the world. This links well with geography and supports pupils' cultural development.
65. **In physical education** too little emphasis is placed on health and safety in the clothes and jewellery that pupils wear whilst taking part in lessons. Some are potentially dangerous. The physical education policy does not include detailed procedures for appropriate and safe practice. This should be implemented immediately. The school makes good use of outside agencies to enrich provision. Whilst this has been very successful in the past, care must be taken to evaluate all provision, for some does not meet the standards expected in schools, especially the quality of teaching provided by those who are qualified as a sports coach rather than as a teacher..

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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