

INSPECTION REPORT

St Cuthbert and St Matthias CE Primary School

Earls Court, London

LEA area: Kensington and Chelsea

Unique reference number: 100498

Headteacher: Mrs Diane von Kesmark

Lead inspector: Mr D J Cann

Dates of inspection: 17th-20th May 2004

Inspection number: 257627

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:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	213
School address:	Warwick Road Earls Court London
Postcode:	SW5 9UE
Telephone number:	020 7373 8225
Fax number:	020 7460 0424
Appropriate authority:	Governing Body
Name of chair of governors:	R Alexander Porter
Date of previous inspection:	14th September 1998

CHARACTERISTICS OF THE SCHOOL

St Cuthbert and St Matthias CE Voluntary Aided Primary School is an average sized school for pupils aged 3 – 11 years. Pupils are drawn from the immediate residential area where there is a high percentage of rented accommodation. Pupils' skills on entry are well below those expected nationally. Three-quarters of pupils learn English as an additional language, over half come from non-European ethnic backgrounds and a third are from refugee families. The proportion of pupils eligible for free school meals is well above average. The number of pupils on the special educational needs register is in line with the national average but the number with statements is well above average. The number of pupils leaving and joining the school other than at the usual times is very high, with one fifth of the school population regularly changing in the course of each year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Cuthbert and St Matthias CE VA Primary school provides a **good** quality of education in a very supportive and inclusive environment. Pupils achieve well in literacy, numeracy and science although results are well below national expectations. Attitudes are very good and pupils respond very positively to the help and guidance which staff provide for them. The school represents good value for money.

The school's main strengths and weaknesses are:

- By Year 6 pupils achieve well in English, maths and science although test results are often well below national averages.
- Leadership and management are good and ensure that all pupils are welcomed into the school and included in learning.
- Pupils achieve well in information and communication technology.
- The quality of teaching is very good in Years 1 and 2 and good in all other stages. Support staff make a very important contribution to pupils' learning.
- Pupils learning English as an additional language receive good support and achieve well.
- Pupils with special educational needs make good progress.
- Pupils' behaviour and relationships are good and they respond positively to school.
- Staff provide good advice and guidance for pupils, who develop very good attitudes to learning.
- Information on pupils' progress is not fully analysed to measure the school's performance.
- Governors do not monitor the school's spending closely enough.

The school has made good progress since the last inspection. While standards of pupils' attainment by Year 6 have declined against the national trend, pupils' achievements have been maintained. The quality of teaching and learning has been improved overall and there have been good improvements in nursery provision and in pupils' learning in English. The school has adapted well to new challenges and has maintained the important values of providing a supportive and welcoming learning environment to which parents and pupils respond well.

STANDARDS ACHIEVED

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

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.

Overall, pupils achieve well. Many children enter the school with very limited skills and a significant number have no knowledge of English. In recent years there has been a very high level of movement of pupils in and out of the school which has adversely affected learning in all classes. While pupils' attainment by Years 2 and 6 is well below national expectations pupils make good progress and achieve well. Test results in Year 6 indicate that pupils achieve standards in literacy and numeracy which are line with those attained in similar schools. By the end of the Foundation Stage most children attain levels which are well below those expected but they progress well from a very low starting point and achievement is good. Pupils learning English as an additional language make good progress and after two years in the school most attain standards that are in line with

national expectations. Pupils with special educational needs are given good support and achieve well.

Attitudes are very good and behaviour is good. Personal development, including spiritual, moral social and cultural development, is very good. Attendance is unsatisfactory but improving.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is good and promotes good learning. The curriculum is good and enriched by a very good range of extra-curricular activities. Pupils are cared for and supported very well, and the school's links with parents are good.

Teaching and learning

Overall teaching and learning are **good**. Good teaching in the Foundation Stage provides activities that promote children's interest and effort. Teaching in Years 1 and 2 is very good. Teaching in Years 3 – 6 is good and pupils learn well from practical activities, visits and visual aids. Support staff provide good and sensitive support for pupils with special educational needs, which helps them progress and develop their self esteem. Help for pupils learning English as an additional language is good in all classes and they benefit from a high quality support as individuals and in groups. Procedures for assessment are good in English and mathematics and satisfactory in science. The data collected is not fully used to evaluate the effectiveness of teaching and learning.

The curriculum is **good**. It is well planned to include all pupils and there is a strong focus on improving pupils' spoken language. There is a very good variety of well-planned, exciting activities that are accessible to all pupils. Provision for pupils' personal, social and emotional development is well planned and successful. Accommodation and resources are satisfactory.

Arrangements to ensure pupils' care, welfare, health and safety are **very good**. The school provides **good** support, advice and guidance and successfully involves pupils in the life of the school. Links with parents are good and very good with the community but links with secondary schools are weak.

LEADERSHIP AND MANAGEMENT

The head teacher and senior staff provide **good** leadership. Management is good. All staff and governors work effectively to promote the school's vision of including all pupils in learning. Governance is **satisfactory**. Governors are improving the way they monitor school performance but do not fully monitor how the school obtains value for money. All legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very appreciative of the school and what it provides.

IMPROVEMENTS NEEDED

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

- make better use of assessment information to monitor all aspects of school performance;
- improve the way governors evaluate spending.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is good throughout the school, although standards are well below the national average.

Main strengths and weaknesses

- Pupils enter the school with skills which are often well below those expected for their age and make good progress.
- Standards are well below the national average in English, mathematics and science.
- By Year 6 pupils achieve well in English, mathematics and science.
- The progress of pupils learning English as an additional language is good as a result of good support and a strong focus on developing language skills.
- Pupils with special educational needs make good progress and receive well organised and effective help.
- Well planned learning activities in the Foundation Stage enable children to achieve well.

Commentary

1. Pupils' standards by Year 6 are well below average in English and science and below average in mathematics. However, they achieve well and test results in the last three years have been regularly in line with those attained in similar schools. In Year 2, attainment is well below the national average and often well below the levels attained in similar schools. However, there is much evidence which indicates that most pupils achieve well. In the Foundation Stage pupils enter with levels of skill and knowledge which are well below those expected for their age. While most children do not attain the expected standards by the end of reception, they make good progress in all areas of development.
2. Three main elements contribute to low attainment:
 - there is a high number of pupils learning English as an additional language whose knowledge of the language is very limited on entry to the school.
 - About one-third of pupils are drawn from refugee families and some of these find it difficult to settle into English schooling. In addition the school has a number of pupils who need considerable assistance to help them learn.
 - The movement of pupils in and out of the school is very high and disrupts the continuity of learning. This has increased markedly over the last four years and is associated with changes in the way refugees are housed. In most classes, 20 per cent of pupils change each year and these movements take place at any time during the course of the school year.
3. There is a strong whole school focus on promoting pupils' language development, particularly their speaking skills and this is very effective. Pupils learning English as an additional language and those with special educational needs achieve well because they benefit from well co-ordinated input from support staff. School records of pupils' progress indicate a rapid rise in reading and writing skills among pupils learning English as an additional language during their first two years in school. As pupils develop language skills, there is often a marked improvement in their attainment in mathematics but skills and knowledge in science develop more slowly. There are a number of pupils attaining the higher Level 5 in Year 6 and the support given to more able pupils is good and promotes their learning well. Pupils' attainment in ICT is close to the levels expected nationally and they make good progress by both Years 2 and 6.

4. Children enter the school with skills that are very much lower than those expected. By the end of reception most reach levels which are well below those expected but they progress well from a low starting point and achievement is good. Provision in the nursery has been improved since the previous inspection and good standards in the reception class have been maintained. Teachers have a thorough knowledge of children's learning needs and provide activities that promotes children's interest and good effort. Children needing individual help benefit from well-planned activities and achieve well in relation to their targets. Children for whom English is an additional language also achieve well through good support.
5. The trend in test results at both Years 2 and 6 has been below that achieved nationally which reflects the changing composition of the school and the increased movement of pupils. Standards in reading and writing at Year 2 are similar to those reported in 1998 and have improved in mathematics. At Year 6, standards are broadly similar to those reported of 1998 in English, mathematics and science. The attainment of pupils by gender at Year 2 indicate that boys do better than girls but by Year 6 there is no significant difference in results. The school closely analyses pupils' performance by ethnic minority and there are no significant variations.

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

Standards in:	School results	National results
reading	11.9 (13.2)	15.7 (15.8)
writing	11.2 (11.5)	14.6 (14.4)
mathematics	14.2 (13.8)	16.3 (16.5)

There were 25 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	24.2 (24.3)	26.8 (27)
mathematics	24.8 (25.3)	26.8 (26.7)
science	25.8 (27.0)	28.6 (28.3)

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

Pupils' attitudes, values and other personal qualities

Attitudes are **very good** and behaviour is **good**. Aspects of personal development including the spiritual, moral social and cultural development are **very good**. Attendance is **unsatisfactory** but improving. Punctuality is satisfactory and is also improving.

Main strengths and weaknesses

- Behaviour is good and reflects the positive ethos of the school.
- The school uses London as an excellent learning resource to learn about modern British culture.
- The school works hard to encourage pupils to attend school and arrive on time but attendance remains below the national average.
- Pupils are enthusiastic about all aspects of school life.
- The oldest pupils would like more opportunities to take on greater responsibility.

Commentary

6. Attendance has improved over the past three years as a result of good monitoring and follow up procedures but remains below the national rate. In the same period unauthorised absence

has been commendably eliminated. Absence is attributable to some extended holidays taken to visit relatives abroad, some genuine illness and when pupils leave at short notice and do not let the school know. These pupils remain on roll and are marked absent until they can be traced. This makes the absence statistics worse.

7. Punctuality on arrival at school is satisfactory overall. A few families are regularly late. Recent purges on this by the efficient education welfare services has helped to improved punctuality for some. The new breakfast club is also helping. Lessons start on time and timekeeping during the school day is good. The school encourages good punctuality as an important life skill.
8. In discussions, pupils were very positive about the school. They were full of praise for how kind and helpful staff are and how they find lessons and the extra-curricular activities interesting and great fun. Pupils show pride in their school and confirmed how happy and secure they felt. This is particularly impressive in those who have arrived recently, many of whom have suffered trauma in their previous lives. Older pupils feel that although they are given jobs to do, they could take on even greater responsibility both in their learning and elsewhere in the school to extend their independence and personal development more.
9. Behaviour is good, both in lessons and around the school. Pupils are friendly, helpful and polite. Break times and lunchtimes are lively and pupils amuse themselves well. Bullying and other forms of harassment are rare. Pupils from all ethnic backgrounds mix together well. Pupils with special educational needs and those with English as an additional language are eager to learn and show improved levels of confidence when they make good progress. They persevere with challenging tasks and enjoy their individual and small group sessions. Only one exclusion has occurred in the past year for dangerous horseplay. As a result, the school is actively discouraging boys from play fighting and encouraging pupils to use the play equipment safely with some success.
10. Pupils' personal development is fostered very well. Children receive very good attention to developing their personal and social skills when starting school. Staff enable pupils to feel safe and confident in a calm and stimulating environment. Pupils are part of a strong school community where the oldest pupils help the youngest. This was aptly described by the oldest pupils as part of "a great big family". Positive reinforcement of the values of respect, care for others, fairness, kindness and high moral standards are real strengths. This helps pupils in their considerate approaches to others and the supportive culture engendered. Pupils are maturing into confident and sociable young people. Pupils' appreciation of their British and other cultural traditions is very good and is stimulated by well organised visits to the locality, museums and places of interest in London. There is good sharing of experiences which enriches learning and pupils' personal development.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	8.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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
Any other ethnic group	213	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching is good and promotes good learning. The curriculum is good and enriched by a very good range of extra-curricular activities. Pupils are cared for very well and given good support, and the school's links with parents are good.

Teaching and learning

Overall, teaching and learning are **good**. Very good teaching and learning in Years 1 and 2 help pupils to settle in well and become actively involved in the school.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is very good and helps pupils to feel included and learn well.
- Teachers and assistants provide good support for pupils with special educational needs.
- Support for pupils learning English as an additional language is good throughout the school.
- Procedures for assessment are good in English and mathematics but not well developed in science.
- The quality of marking is good in English, satisfactory in mathematics but in science there is not enough guidance as to how pupils can improve their work.
- Assessment systems are satisfactory in ICT and foundation subjects but do not give a clear indication of how pupils' skills are progressing.

Commentary

11. There has been a significant improvement overall in the quality of teaching since the previous inspection. Some excellent lessons were observed in Years 1 and 2 where the standards of teaching and learning were consistently very good. In the Foundation Stage and in Years 3 – 6 the quality of teaching and learning was good with a high level of sensitive support for pupils with special educational needs and those learning English as an additional language.
12. The strengths of teaching are the very good team work with which teachers and assistants regularly meet the needs of all pupils in their class. Learning support staff are very well briefed and very effective in supporting the many pupils who require help in understanding English or those with special educational needs. As a result these pupils are very well included in the life of the school and make good progress in their learning.
13. Teachers expect and obtain a good standard of behaviour in class. They manage classes well and make their expectations very clearly understood. Overall, pupils' response is good with pupils in Years 1 and 2 showing very positive attitudes to learning. Teachers are good at encouraging them to take responsibility and many successfully work together without direct supervision. Pupils in Years 5 and 6 express the desire to have more independence and while teaching provides good opportunities for independent working this is an area for further development.

14. Teaching is good at the Foundation Stage with good support for pupils with special educational needs and those learning English as an additional language. Teachers have a thorough knowledge of children's learning needs and provide activities that encourage first hand investigation. This promotes interest and good effort and children achieve well compared with their earlier level of development. Teachers plan good activities for children to extend their skills and understanding across all the areas of learning except mathematical knowledge where it is satisfactory overall.
15. Teaching makes very good use of the interactive whiteboards to illustrate learning points and hold pupils' attention. In English, teachers display text and record pupils' ideas quickly which helps to link spoken and written language effectively. Good use of the whiteboards in mathematics and science gave pupils valuable visual reinforcement of spoken explanations and this helped all pupils understand concepts well.
16. In English, teachers and learning support staff work together very well to develop pupils' spoken language and most achieve well. Pupils take part in discussions with staff and one another and often use drama or role play as a stimulus. Teaching assistants explain or show words and pictures to clarify the message for pupils whose home language is not English. This is further emphasised by the use of signing for the hearing impaired and good facial expression by all adults. The very clear, expressive speech of teachers is particularly effective for younger pupils.
17. The quality of teaching and learning is good in mathematics with well paced mental sessions which promote pupils' skills well. The tasks set for pupils are well chosen to extend their learning and there is good support for pupils to acquire, understand and use mathematical vocabulary. The setting of pupils is effective in most instances but there is a lack of challenge in some of the work provided for more able pupils in all sets and especially in Years 4 and 5.
18. Teaching and learning are good overall in science although there was a wide variation in the lessons observed. Where teaching was enthusiastic with very clear, step by step explanations, pupils responded enthusiastically and achieved very well. Teachers generally question pupils well and challenge their thinking but in some lessons teachers did not ensure pupils discussed and made predictions before beginning their tests. As a result pupils did not focus their attention on the test results in a way which really extended their learning.
19. Teachers' assessment of pupils' progress is good in English and mathematics and satisfactory in science and ICT. Information is used well to plan suitable learning activities for different ability groups. Questions and discussion of pupils' work at the end of a lesson are generally well managed to help teachers know how well pupils have understood. In English, pupils understand their writing targets and refer to them. Teachers' marking is helpful and clearly shows pupils how they can improve their work and meet their targets. In mathematics, targets are indicated but pupils are not always reminded of them when they settle to work so their effectiveness is limited. Marking is good and gives pupils clear indications of where they have succeeded and how to improve. In science, marking of pupils' work does not always reflect the learning focus of the task or identify the next steps for development. Records of pupils' progress in ICT and other subjects are thorough but do not link the stages of pupils' learning to National Curriculum levels so the development of skills is not clear.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	7	11	7	0	0	0

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

The curriculum

The curriculum is **good** and very well enriched by other activities.

Main strengths

- A very good variety of well-planned, exciting activities is accessible to all pupils.
- There is a strong focus on improving pupils' spoken language.
- Provision for pupils' personal, social and emotional development is well planned and successful.
- The quality and quantity of support staff are very good and they are well deployed to assist pupils with special educational needs and those learning English as an additional language.
- The school makes very good use of its accommodation.

Commentary

20. There is a good range of well-planned curriculum opportunities throughout the school. Pupils of all backgrounds and abilities have their needs catered for very well by teachers working closely with a good number of very well focused support staff. Because of the high proportion of pupils learning English as additional language teachers and support staff work very hard to ensure that communication is as efficient as possible. The use of signing is proving to be a very effective and popular means of supplementing verbal explanation. Provision has improved since the previous inspection in that there are now satisfactory, regularly reviewed schemes of work for all subjects. There is a good structure for learning in the nursery, where children take part in worthwhile learning activities with a clearly defined teaching focus. This is closely linked to children's learning in the reception class which ensures a smooth progression through the Foundation Stage. Individual learning profiles are kept up to date and record the adults' careful ongoing observations and assessment of children's progress.
21. There is a very good range of interesting activities planned to enrich pupils' learning and support classroom lessons. These include residential trips, visits to local places of historic interest and visiting storytellers and musicians. The overnight stays at the Science Museum link several areas of the curriculum and contribute well to pupils' personal, social development. Sporting and adventurous activities are also regularly arranged by teachers and this has a very positive impact on pupils' attitudes, health and physical education attainment.
22. Staffing is of a high quality and well deployed to meet the varied needs of pupils. The number and experience of learning assistants is good and they demonstrate a very professional approach to their responsibilities which has a significant impact on raising standards. This reflects the good quality provision of training and performance management provided by senior staff. There are carefully planned targets for pupils with special educational needs and those learning English as an additional language which are known and implemented well by all staff. The manager of these areas liaises closely with teachers and assistant staff and is active in both providing support in class and monitoring the impact of teaching. The learning mentor works closely and effectively both with the special educational needs co-ordinator and the class teachers to enable individuals and groups of pupils to have full access to the curriculum. For pupils with complex special educational needs, a carefully planned programme is taught and monitored on a daily basis which is very effective in keeping these pupils in school and learning effectively. Parents are very positive and appreciative of the school's success in this area.
23. Resources are satisfactory although there is a shortage of outside play equipment in the Foundation Stage. Internal accommodation is satisfactory and well used. The school has no library on site but makes very good use of the excellent public library which is within easy walking distance and which pupils visit weekly. The former library area is currently well used for the support of special educational needs pupils. Playground space is adequate and well managed and the garden area is very well used, maintained and a delightful bonus for inner city children.

Care, guidance and support

The care and welfare of pupils and the arrangements for health and safety are **very good**. The school provides **good** support, advice and guidance for pupils based on the monitoring of their achievement and very good advice for personal development. There is **good** involvement of pupils in seeking, valuing and acting on their views.

Main strengths and weaknesses

- The care and guidance provided for students are key strengths of the school. They help pupils feel well looked after in a highly supportive environment.
- Personal development is monitored very closely and any issues are identified early and addressed.
- The arrangements for pupil induction are very good.
- Academic advice based on monitoring is at an early stage and is not improving standards yet.

Commentary

24. Pupils confirmed how much they valued the excellent relationships they develop with staff. They felt that they would always have someone to turn to if they were ever troubled. The school has a fully inclusive approach to helping all those who have any personal difficulty. Any issues or unhappiness are quickly detected and addressed. Support staff and the Learning Mentor in particular helps to support individuals and families and this has major benefits for learning and improves the quality of school life immensely. Further help is channelled to local agencies who have the expertise to help with more complex needs.
25. Overall the assessment of academic progress is used satisfactorily to support and guide pupils' learning. Year 2 and Year 6 pupils are well aware of their own performance in core subjects as part of the recent preparation for their end of key stage standard assessment tests. In other year groups, pupils were less sure of their learning targets and how they were performing. In non-core subjects throughout the school pupils' knowledge of their own performance was limited.
26. The arrangements for child protection and for supporting children in public care are outstanding and all the requirements are fully met. The school goes beyond normal bounds to ensure pupils are sensitively monitored and their needs are paramount. Pupils with a range of medical needs are catered for very well. The school nurse is a regular and welcome visitor and keeps a close check on pupils. Ill and injured pupils are given good care and attention. All the risk assessments and routine checking systems for health and safety throughout the school are thorough and are good.
27. Pupils are inducted very well. Detailed information is gathered and support is given to help families until children are happily settled. Parents are invited to help settle the youngest pupils at the beginning of each day. There is a high mobility rate and when pupils arrive they are assigned at least two "buddies" to help them master school routines quickly and effectively. Pupils act as interpreters as well as friends and know how important this role is.
28. Pupils develop their thoughts and ideas through lessons in personal and social education and can talk to their teachers easily and openly in circle times. The school conducts yearly surveys and any issues raised are investigated and acted upon. In this way pupils' views do influence practice. A school council is going to be formed shortly and older pupils are looking forward to this positive development.

Partnership with parents, other schools and the community

The links with parents are **very good** and the school is held in high regard. This area has improved significantly since the last inspection. Links with the local community are **very good** but links with other schools are a **weakness**.

Main strengths and weaknesses

- Families are inducted and supported very well.
- Parents' participation in their children's education and involvement in school life are welcomed and actively encouraged.
- Parents find the school very approachable for dealing with any concerns about learning, pupil health or happiness.
- Annual school reports for non-core subjects do not report progress sufficiently.
- There are few secondary school links to ensure a smooth transfer to the next phase.

Commentary

29. The school works effectively with parents to support pupils' learning and support for the wide range of school activities is good. Parents feel a strong sense of partnership based on mutual trust and confidence in the school across most aspects. The learning mentor also provides a very effective link with some families. Many parents take part in the family forums and the various learning groups where literacy and numeracy are the main foci and there are good spin-offs for children's learning.
30. School and class newsletters, letters, notice boards and induction materials provide good quality information to keep parents fully in touch. Some documents are helpfully translated into up to six languages. Consultation arrangements are very good and there is good sharing of information about pupils' learning and how pupils can be supported. School reports contain good quality information on progress in the core subjects but little information on other subjects. Areas of weakness in these reports are not always identified and there is insufficient advice for improvement. School productions, Masses, assemblies, sports and school trips enjoy good parental support. Parents' views are regularly gauged and form a part of continuous school improvement. Parents appreciate this aspect and feel their views are valued and acted upon. Changes to school lunches came about in this way.
31. The school has good links with the community. There are strong links with churches for curricular and spiritual enrichment. Pupils are also involved with the good work of the refugee centre at St Cuthbert's. There are many local links that benefit learning such as the links with Voices choir, with the Earl's Court Exhibition Centre, local businesses and the MCC Cricket Centre. There are strong links with external agencies and local groups to support new refugee families, pupils with special learning needs and aspects of personal, social and health education very well.
32. The school works in close co-operation with other nursery and primary schools sharing resources and good practice. Links with the "Learning Loft" learning support centre are also good. However, links with secondary schools are underdeveloped. Some Year 6 pupils are still undecided about their next school and some were worried and felt that the move will be a "shock". The school provides guidance for pupils and parents to help them prepare for the transition but there are few opportunities for pupils to get a feel for the routines of a secondary school. Links with some secondary schools do not ensure they know pupils well before they move and curricular links to bridge the gap between the school phases are limited.

LEADERSHIP AND MANAGEMENT

The well respected headteacher provides **good** leadership and management. Governance is **satisfactory**. Overall, the leadership and management of the school are **good**.

Main strengths and weaknesses

- Staff and governors share the headteacher's clear vision of a school that makes all members of its community welcome.
- Leadership inspires very good teamwork between all staff and promotes a shared vision for raising standards.
- Subject leaders and senior management do not make best use of assessment data to evaluate the effectiveness of teaching.
- Governors do not have a complete understanding of how to ensure the school obtains value for money in its spending and staff deployment.

Commentary

33. The headteacher provides a clear vision for the school, which has resulted in a high level of commitment and a positive climate for learning for all pupils. This is evidenced by the good provision and access to pupils with special educational needs and pupils learning English as an additional language. Pupils of varying abilities and needs settle into the school well thanks to the strong pastoral care within the school. Pupils interviewed in Year 2 and Year 6 were full of praise for the school, as were the parents.
34. There is very good teamwork between teachers, teaching assistants and support staff. They have a shared purpose and commitment to improvement and professional dialogue is very good. Staff meet with the head teacher on a termly basis to review the progress for their areas of responsibility on the school improvement plan and their targets for performance management. This ensures improvements are well implemented and regularly reviewed as well as maintaining a continuing focus on teachers' professional development.
35. Senior staff are developing their management and leadership skills well. The headteacher provides good opportunities for them to take on new responsibilities and ensures class teachers gain experience with varying age groups. As a result of recent staff changes, senior management has started to implement new procedures for monitoring standards and observing teaching which need careful timetabling and clear definition. Importantly, subject leaders do not all use assessment information to help them monitor the effectiveness of teaching in their subjects. Although the school keeps records on spreadsheets, some leaders do not find it easy to access the data and identify the strengths and weaknesses of teaching.
36. The special educational needs co-ordinator provides good leadership both for pupils on the register and those learning English as an additional language. She works very well with school staff and external agencies to provide good support for all pupils. She encourages and facilitates the use of a wide range of teaching strategies that enable pupils to participate fully in class activities. She maintains close contact with teachers and regularly assesses the progress of pupils with special educational needs and English as an additional language. However, the data which teachers gather on pupils' progress is not systematically analysed to identify strengths and weaknesses in the support teaching given to these pupils.
37. Governance is satisfactory. Governors visit the school and have focused and informative discussions with staff. They are unanimous in their positive approach to overcoming barriers to learning such as the high turnover of pupils coming into and leaving the school. The new chair of the governing body has been active in establishing a more formal and systematic approach to committees and meetings. They are extending their expertise well by attending relevant courses. Governors have a satisfactory understanding of the school's strengths and weaknesses but are yet to be fully involved in the development of the school improvement plan. Knowledge and expertise on finance and induction for new governors are areas for further development.
38. Governors have a satisfactory procedure for monitoring the school's finances and expenditure but they do not make use of all available information to check on value for money.

Administrative staff carry out day-to-day financial organisation very efficiently. However, performance data is not fully analysed and shared to measure the effectiveness of teaching and learning and staff deployment. Expenditure per pupil is high but the school represents good value for money overall.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,000,596
Total expenditure	997,140
Expenditure per pupil	4,568

Balances (£)	
Balance from previous year	22,367
Balance carried forward to next year	25,823

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

AREAS OF LEARNING FOR THE FOUNDATION STAGE

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

39. Teachers in the nursery and in the reception class work together effectively to provide good opportunities for all children to achieve the Early Learning Goals. There is a clear teaching focus for each session and the well-planned activities ensure that all aspects of the curriculum are covered. Staff carefully assess how well children progress and keep up to date records of their observations. They use the information well to identify how individual children can be helped. This shows that provision in the nursery has been improved since the previous inspection and that the good standards in the reception class have been maintained.
40. Children enter the school with levels of attainment that are very much lower than those expected for children of a similar age. Most reach levels which are well below those expected by the end of the reception year but they progress well from a low starting point and achievement is good. Leadership is good, as is the management of the team.
41. Teaching is good with good support from the conscientious teaching assistants. Teachers have a thorough knowledge of children's learning needs and provide activities that encourage them to explore and investigate. This promotes interest and good effort and children achieve well compared with their earlier level of development. Children who have special educational needs receive good support. Those needing individual help benefit from well-planned activities and good strategies to build positive relationships. Children achieve well in relation to their targets. Children for whom English is an additional language also achieve well through good support. Parents are welcome to bring their children into the classrooms and change reading books or talk to staff. Accommodation and resources are satisfactory, however, the school is aware that more up to date resources are needed to develop outdoor play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children learn to work well independently.
 - Children concentrate well and are interested in their activities.
 - Children form good relationships with each other and with adults.
42. Children achieve well and most of the children reach the expected level of development by the time they are five. Teaching is good. Carefully planned activities have enough learning possibilities built in to maintain children's concentration well. This helps to promote good behaviour and a purposeful atmosphere in both classes. Children in the nursery co-operate well in putting things away and forming a line when returning to the classroom after outside play. Well-planned activities encourage children to experience and explore a range of ideas and feelings. For example, in the reception class children talk about caring for others and include 'holding hands' and 'sharing bikes' as features of friendship.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Role-play and opportunities for speaking and listening are planned carefully.

- Signing for the hearing impaired supplements communication methods.
 - Reading and writing activities are effectively linked with each area of learning.
 - Children in the nursery need more opportunities to talk when they are together as a class group.
43. Teaching is good and while children reach levels which are often well below the expected levels by Year 1 they achieve well. Children of average and higher ability reach the Early Learning Goals. Staff plan interesting activities around a theme or story, which helps to give a purpose to children's learning. They listen very carefully to the *Bear Hunt* story and repeat with enthusiasm the 'position' words throughout. This is particularly helpful for many children who speak little English when they enter the nursery. With well-organised support, these children make good progress in their understanding and speech. Nursery children would benefit from further opportunities to talk when they sit together as a class group as well as listening to the teacher. Children in the reception class are encouraged to discuss their ideas with each other and to talk about their achievements at the end of a session. The teacher combines sign language with lively facial expression to increase the understanding of children whose knowledge of English is limited.
44. In the nursery children follow the pictures in big story books and learn to predict what might happen next. Reading is linked closely with writing activities. Children learn to match their names to their photographs when they arrive in the morning. They form their names with a variety of materials. The higher attaining children in the reception class successfully link letters with sounds. This helps them to write and read simple sentences independently. Children write sentences for their own books about animals. Good questioning from the teacher helps to extend their ideas. This encourages the development of imaginative role-play with a suitable range of props.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Learning is thoroughly based on practical activities.
 - Activities are well linked with other areas of learning.
 - Opportunities are missed to draw children's attention to mathematical situations during the day in the reception class.
45. Good teaching in the reception class promotes a good level of achievement. Higher attaining children reach the expected standard by the time they are five although most children are attaining levels well below those expected. Regular practise of counting and matching helps children to have good awareness of numbers. They have plenty of practical experiences, which help them to compare quantity, size, weight and shape. Activities are made enjoyable because they incorporate the current theme or story. For example, children make up stories and solve problems about animals in a zoo, in connection with their *Dear Zoo* book. Their recording of numbers and pictures shows that higher attaining children know how to add numbers together and subtract numbers up to five.
46. In the nursery, teaching is satisfactory. Children practise counting in a suitable variety of number games. They experiment with containers of water to find out and compare how much they hold. Continuing the sequence of a simple pattern helps them to match size, colour and shape. The *Bear Hunt* story is used well to help children understand position and direction and these ideas are extended when children use the climbing apparatus. They enjoy jumping into the correct shaped areas outside when recognising circles, squares and triangles. However, mathematical development has a relatively low profile throughout the day. Few classroom areas offer these opportunities for children's involvement and staff do not make the most of reinforcing children's experience during 'incidental' situations as they play.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- There is a good range of well-planned experiences.
 - Well-directed adult support contributes well to children's own learning discoveries.
47. Children are given a good variety of experiences for practical investigation. They achieve well in their learning about the world around them and higher attaining children reach the Early Learning Goals by the time they are five. Teaching is good. The individual support and close supervision helps children to observe detail and similarities and differences in imaginatively planned learning situations. Children use computers regularly and they develop a good understanding of how to control the mouse and use the keyboard. Their coloured animal drawings link effectively with their animal stories, as do their experiments with freezing water and melting ice. These lead to interesting talk about different animals' living conditions. The very wide range of children's nationalities is used well to enrich their awareness of different cultures and languages.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The outdoor play area is used well to encourage confident movement in a good variety of activities.
 - Teaching assistants are deployed well to supervise and support children in their activities.
48. Teaching is good and children achieve well. Most children are on course to reach the Early Learning Goals in this area of learning. Teachers make good use of the outside play area for a variety of physical activities, which also reinforce other areas of learning. Although some of the equipment needs renewing children have good opportunities to try out a range of ideas on small and large apparatus. Support staff give children good encouragement and this helps to develop their confidence and their social skills. Children learn to manipulate small tools and equipment such as scissors and interlocking bricks. Good attention is given to teaching children the need for control and safety.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- Learning is effectively linked with children's language development.
 - Children in the nursery do not have enough scope to express their own feelings and ideas.
49. Most children reach the expected levels because of good teaching. Children are shown how to mix paint and mould and join materials to create their own pictures and patterns. Adult supervision ensures that children learn to use vocabulary appropriate to the current theme. For instance, to help children understand English 'position' words, teaching assistants help them to repeat 'under' and 'over' as they weave strips of paper. Children make masks to act out their 'Terrible Tiger' story, suggesting 'scratch', 'eat' and 'bite' to help their actions. They use the percussion instruments they have made to shake in time with animal music and songs. Although children have a number of suitable opportunities for role-play, the Home Corner in the nursery is not sufficiently well planned or attractive to stimulate interesting play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teachers use effective strategies for improving pupils' speaking and listening skills.
- Pupils with special educational needs and those who learn English as additional language achieve well because of good, well-coordinated support.
- Constructive marking helps pupils to understand how to improve their work.
- Monitoring of assessment information is not used effectively enough to plan for individual pupils' progress.
- Pupils do not learn a well-formed consistent style of handwriting.

Commentary

50. Pupils' standards in English are well below average. This reflects the national test results, which show that standards in reading and writing are very low at the end of Year 2 and well below average by Year 6. Speaking skills are well below average throughout the school. The very high level of pupil mobility and the high proportion of pupils who learn English as an additional language contribute to these low standards. However, although these results are below the national trend, most pupils achieve well in relation to their earlier levels of ability. This is because of the strong whole-school focus on developing pupils' language development, particularly their speaking skills. Pupils whose home language is not English and those with special educational needs achieve well because they benefit from well co-ordinated input from support staff. Pupils' better understanding of English and their improving vocabulary are now becoming evident in their reading and writing. The national test results show that boys' standards are higher than those of girls by the end of Year 2 but girls draw level between Year 3 and Year 6.
51. Teaching and learning are very good in Key Stage 1 and good in Key Stage 2. Clear, lively explanations based on a very good understanding of how pupils learn are features of the better lessons. Pupils respond with enthusiasm and very good concentration in their learning. In contrast, where a teacher's presentation lacks pace and sparkle, pupils' response is similarly flat and they are less well motivated. Teachers use an effective range of methods and resources to help pupils to learn what is planned for the lesson. Clear direction for support teachers and assistants allows them to have an important role in the teaching team. This helps to ensure that each pupil is fully involved in all aspects of the lesson at their particular level. Well-planned support for individual and small groups helps to focus the attention of pupils with special educational needs and to develop their confidence in taking part. Teachers display text and record pupils' ideas quickly and clearly on interactive whiteboards. This holds their attention well and effectively illustrates the spoken word. Teaching assistants explain or show words and pictures to clarify the message for pupils whose home language is not English. This is further emphasised by the use of hand signs for those with hearing impairment and good facial expression by all adults.
52. Teachers' assessment of pupils' understanding is used well to plan suitable learning activities for different ability groups. Questions and discussion of pupils' work at the end of a lesson help teachers to know how well pupils have understood. Pupils understand their writing targets and refer to them. Teachers' marking comments are helpful and clearly show pupils how they can improve their work and meet their targets.
53. Teachers' class management is good, and very good in Key Stage 1. Teachers are effective in improving pupils' spoken language so most pupils achieve well. Pupils discuss ideas, sharing thoughts with a friend or speaking in the role of another character and gain confidence in

expressing themselves. Particularly effective for younger pupils is the very clear, expressive speech of teachers. By watching and listening, pupils learn how to develop correct speech patterns. Adults' regular helpful questions and suggestions are very successful in moving pupils' learning forward.

54. Reading activities are well integrated into the literacy hour with clearly shared learning goals. The assistance of support teachers, classroom assistants and reading volunteer workers helps teachers to promote reading skills effectively. Although the school has no library at present, pupils' regular visits to the local library provide very good, enjoyable opportunities to read and talk about books. The high proportion of adults to pupils ensures that the sessions are especially valuable for pupils with special educational needs and those learning English as an additional language.
55. Spelling is effectively taught and pupils are expected to correct and repeat wrongly spelt words. However, pupils whose home language is not English find it difficult to use tenses consistently. There is not enough progress in pupils' knowledge of punctuation. By the end of Year 6 pupils still use a very narrow range of punctuation marks to enliven their writing. Whereas pupils practise handwriting, the school does not teach a consistent joined style. As a result, their work is not attractive to look at.
56. Standards are similar to those reported at the previous inspection. Good teaching helps all groups of pupils to progress well, but the higher proportion of pupils learning English as an additional language means that it is more difficult for the school to reach the average results gained nationally.
57. Leadership and management of English are satisfactory. The co-ordinator has recently returned to the post and has a clear overview of the subject's strengths and areas for development. There is not enough monitoring and analysis of assessment information to plan appropriately for all individual pupils' future learning.

Language and literacy across the curriculum

58. The whole-school focus on developing pupils' speaking skills ensures that teachers incorporate good opportunities for pupils to discuss ideas with each other and to explain and make suggestions in response to questions. In Years 1 and 2 teachers make good use of signing for pupils with impaired hearing and speak very clearly which helps all groups of pupils to understand and take an active part in lessons. As there is no library, pupils use a satisfactory range of information books in their classrooms for research. Displayed work shows that pupils annotate and label diagrams, and write descriptions and instructions in science, history, geography and design and technology lessons. Interactive whiteboards are now used effectively to display text, and give pupils good practice in reading and responding to information quickly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There is a good level of support for pupils learning English as an additional language and those who have special educational needs.
- There is a good emphasis on developing pupils' understanding of mathematical vocabulary.
- Assessment is used well to set targets for pupils' next steps in learning.
- The leadership of the subject is good.

Commentary

59. Standards in Year 6 are below national expectations but pupils achieve well. Standards in Year 2 are well below national expectations but again pupils achieve well. Attainment is broadly similar to the levels reported at the last inspection. Pupils with special educational needs and those learning English as an additional language are given good support by teachers and classroom assistants and they progress well. Teachers place a strong emphasis on developing all pupils' understanding of technical vocabulary and this helps them understand problems and explain their ideas. While 2003 test results in Year 2 and Year 6 were well below the national average they were in line with those attained in similar schools.
60. Higher attaining pupils achieve well by Year 6. The number attaining the higher Level 5 was above the average in similar schools in 2003 and is likely to be even better this year. The number likely to attain the higher Level 3 by Year 2 was below average in 2003 and this is likely to be the case again this year. These results reflect the composition of the year groups rather than indicating shortcomings in teaching. Girls have performed slightly better in tests in the past but there was no evidence of significant differences of attainment by gender or ethnic minority groupings.
61. The quality of teaching and learning is good. There are well paced mental sessions which pupils enjoy and where they think quickly and accurately. Pupils respond well to oral sessions and with the support of classroom assistants all participate and learn well in them. In most of the lessons observed, different tasks were set to cater for the range of abilities in the class. The setting of pupils in Years 3-6 is effective in stimulating learning for the majority of pupils. However, the system by which more able Year 4 and 5 pupils are moved back to a lower set after Year 6 national tests causes some resentment and loss of motivation among them. The work which they were observed doing was the same as others in the set and did not challenge them sufficiently. Classroom learning assistants work closely with teachers, providing good support for lower attainers, pupils with special educational needs and those learning English as an additional language. Some pupils are hampered by weak language skills especially in problem solving but teachers pay close attention to this and in several classes vocabulary is displayed to help pupils recognise key words and procedures.
62. The subject leader provides good professional leadership. She brings a high level of skill to the subject, acts as an effective example to other teachers. She has monitored teaching and learning through the school with the result that she has a good grasp of the strengths and weaknesses in the subject. Assessment procedures are good and well used by teachers. Realistic targets are set for pupils but teachers have not yet agreed the best ways of maintaining pupils' awareness of them. The data gathered however is not regularly used to compare the attainment of pupils by gender although results of ethnic minorities are checked carefully. Resources are satisfactory, well stored and readily available in lessons. Teachers make good use of ICT to help pupils' learning and there is very good use of interactive white boards which make a significant contribution to pupils' understanding of both number work and shape and space.

Mathematics across the curriculum.

63. Mathematics is used well in teaching and learning in other subjects. Time lines are explored in history to help pupils to sequence important events. In geography pupils use co-ordinates, scales and present the results of traffic surveys. Pupils interpret graphs and charts when researching topics and measure accurately when conducting science experiments.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The science leader and the Year 2 teacher are good role models for teaching the subject.
- The use of data analysis and assessment to identify areas of improvement is limited.

- There is a wide variation in the quality of teaching and learning.
- Marking is not related to the learning focus and does not exemplify reasons for pupils' good work or identify specific areas of improvement.
- Teachers make good use of ICT to support pupils with special educational needs and those learning English as an additional language.

Commentary

64. By the end of Year 2 standards are below national expectations in comparison with all schools. In relation to similar schools, standards are above average. By the end of Year 6, standards are well below national expectations and in line with similar schools. Overall, all pupils including those with special educational needs and those learning English as an additional language achieve well and make good progress from a very low starting point. Overall, there has been good improvement since the previous inspection in the leadership and management and in the quality of teaching and learning.
65. Teaching and learning are good overall although there was a wide variation in the quality of the lessons observed. Questioning is well focused, challenging and related to the learning intention. The use of visual stimulation is good such as the use of whiteboards, sign language and vocabulary on display during explanations. Where teaching was very good the teacher's enthusiastic approach introduced pupils to a scientific investigation with very clear, step by step explanations. This and the very good teamwork with support staff was excellent at including all pupils. As a result, pupils achieved very well. They showed very good understanding of the scientific process skills, such as planning a fair test as part of their investigation on forces. In a few lessons, however, there was a slower pace of learning due to the amount of time spent on managing behaviour. There was not enough emphasis placed on the link between pupils' predictions and the results of their testing. As a result pupils were not adequately challenged in their learning of basic skills.
66. The marking of pupils' work does not reflect the focus of the lesson (learning intention) or identify the next steps for development. The presentation and balance of work vary across the school. Good examples were seen in Year 2, Year 3 and Year 5.
67. Leadership and management are satisfactory overall. The subject leader is clearly aware of strengths and weaknesses and shows commitment and enthusiasm for raising standards. There is currently limited use of assessment information by teachers and also limited use of data analysis in order to plan improvements to raise consistency in the quality of teaching and learning and thus standards overall. Scientific skills are also inadequately assessed in order to feed into planning for different abilities. The subject leader is working to develop a scientific technical vocabulary resource for parents. There are good opportunities for gifted and talented pupils to attend Imperial College to develop their scientific process skills. Pupils also speak about their enjoyment of visits to the Science museum and about the plans for the forthcoming science week.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been good improvement in the teaching of the subject since the previous inspection.
- Teachers make very good use of interactive whiteboards to stimulate learning in all subjects.
- The subject is well led by a confident and knowledgeable leader.
- Systems for assessment are improving but are not yet linked to National Curriculum levels.

Commentary

68. By the end of Year 2 and Year 6, pupils have skills that are broadly in line with those expected and their achievement is good. Many pupils join the school with very limited knowledge of the subject and several have no command of English which makes it difficult for them to understand instructions. However, in all classes pupils show a ready grasp of even sophisticated programmes and by Year 6 pupils are confident about using computers for the expected range of applications.
69. The quality of teaching and learning is good. Teachers' confidence has improved since the last inspection and they make very good use of interactive whiteboards to enliven a wide range of lessons both in class and in the computer suite. Year 6 pupils made rapid progress in mathematics by following a well managed display which guided them. Teachers involve pupils in variety of tasks to ensure they develop skills in communication and research. Control technology in Year 6 is good and in Year 3 pupils progressed well in using a programme for simulation in science. Pupils are very interested in their work and co-operate well, supporting one another to help their understanding of techniques and language.
70. The leadership and management of the subject is good and has raised pupils' attainment since the last inspection, ensuring that learning is well planned across all aspects of the subject. The way pupils' progress is assessed has improved but does not link their attainment to National Curriculum levels. The resources in the school are satisfactory but the computer suite is only barely big enough for a full class of pupils. Where classes were split for ICT sessions, learning was improved for pupils since they received more individual help in less crowded conditions, albeit for a shorter time.

Information and communication technology across the curriculum

71. Information and communication technology is used well to support learning in other subjects of the curriculum. As well as using the computer suite for skills based lessons, pupils also use computers in their classroom to support learning. Year 6 use word processors to write well in English and history, Year 5 pupils use computers for mathematics and science and Year 4 have tried to create pictures in the styles of different artists. Pupils use computers to help them simulate growing conditions, research for information and understand the principles of control technology.

HUMANITIES

Insufficient evidence was available to support overall judgements on provision in history and geography. No lessons were seen in either subject but work in pupils' books was examined and discussions were held with pupils and staff. Pupils' attainment was broadly average.

72. In **history**, pupils are greatly encouraged to understand past events by visits and visual aids. Since English history is very new to many, the school organises a good range of outings which help pupils to understand past events. Pupils in Years 1 and 2 develop a good appreciation of past and present by observing old toys, games and pictures and comparing these to modern times. They benefit from visiting the Museum of Childhood. Year 4 pupils know the importance of using pictures and buildings as sources of information and benefit from their visit to Hampton Court in connection with their study of the Tudors. They use literacy skills well to locate information in books, from the internet and from talking to people with first hand recollections of the Blitz.
73. In **geography**, pupils make good use of the locality to help them understand mapping, the problems of traffic and the importance of conservation and recycling. Year 1 learn mapping skills well from studying local plans, Year 3 find interesting comparisons between the local area and a village which they visit and Year 5 carry out a traffic survey in their study of the environment developing mathematical skills well as they do. Good use is also made of pupils'

widely different backgrounds to help pupils understand problems and conditions across the World. Maps and pictures are well displayed to help pupils develop an understanding of the many different locations from which pupils have come. Year 6 pupils have a clear appreciation of the necessity for clean water, the water cycle and the way rivers shape the landscape.

74. Teachers' make good use of ICT to help pupils' learning in both subjects and pupils have found out information from the internet and used computers for written accounts and graphic presentations of their findings. Although the school does not have a library, pupils develop satisfactory research skills from their visits to the local library or books loaned to support work on selected topics.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson of art and design, two part lessons of physical education and no music lessons were observed. A sample of pupils' work from the previous year was also examined and discussions were held with pupils and staff on teaching and learning.

ART AND DESIGN

75. The standard of pupils' work is average at the ends of Year 2 and Year 6. This is similar to the standard reported at the previous inspection. However, the recently implemented scheme of work is now beginning to guide and improve the level of teachers' lesson planning. The enthusiastic art co-ordinator, supports colleagues well through informal discussion, staff meetings and by piloting lessons to guide their planning.
76. Displays of pupils' work show that they practise using a suitable variety of materials to learn about line, colour and how to show shade and texture. Work is carefully produced and shows good effort. Pupils learn how to mix colours and learn about the work of famous artists. The lesson observed in Year 1 was excellent because the teacher encouraged pupils to look, think and compare two contrasting paintings, using interesting ways of explaining the artists' techniques. For example, a torch was shone onto white fabric so that pupils could see variations of colour within the highlighted area. Their paintings of the vases of lilies, carnations and roses showed careful observation and very good efforts at mixing colours to achieve the delicate effects. Their absorption was total and their evaluation of each other's work interested and appreciative.

DESIGN AND TECHNOLOGY

77. Design and technology was not a focus during the inspection. The school's self-evaluation identifies cross-curricular links as an area for development. Evidence of continuity and progression of design and technology skills and a specific emphasis on designing and making were seen in pupils' work and in class displays, such as the Year 4 display of model chairs. Structured worksheets are used well to guide pupils' thinking during the designing and making process. By the end of Year 2, pupils generate ideas and plan what to do next, based on their experience of working with materials and components. By the end of Year 6, pupils reflect on their designs as they develop and select and work with a range of equipment.

PHYSICAL EDUCATION

78. The subject was not a focus during the inspection. Leadership and management are satisfactory overall. The subject leader has not had opportunities to monitor teaching and learning formally. However, she has monitored planning and has acted to ensure improvements. As a result, there is a greater emphasis on skill progression and detail for specific activities. The teaching of dance and the use of assessment are areas for development. The school is developing a good range of extra-curricular activities, such as gymnastics, football for boys and girls with opportunities to participate in inter-school

competitions for football, cricket and swimming. Pupils also experience activity days such as, canoeing and rock climbing as well as participating in a range of outdoor activities during visits to the Isle of Wight, which are very important in improving their skills and personal development.

MUSIC

79. No music lessons were observed during the inspection. Pupils' singing in assembly is tuneful, with clear words and good timing. The visiting music teacher teaches singing, recorder and lessons in which pupils learn about pitch, rhythm and how to compose their own music. Pupils describe how they listen to different kinds of music, clap to a beat and play tuned percussion instruments. Pupils listen to recorded music in assembly and as background sound in some of their lessons. However, on these occasions, when no reference is made to the title, the composer or the music itself, opportunities are missed to widen pupils' awareness of the effects of different instruments or voices.
80. Good arrangements are made for pupils to listen to live music. The school invites musical performers of many different nationalities to promote pupils' cultural awareness and pupils join the National Voices Choir, which rehearses in the school hall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is **good** provision in the subjects.

81. Two lessons were observed and discussions were held with staff and pupils. A well planned programme offers pupils valuable experiences which link well with other areas of learning. Statutory requirements for sex education are in place and there is a clear programme for developing pupils' awareness of drug mis-use. There are good links with external agencies and very good links with parents who have been invited to observe circle time (pupils sitting in a circle developing speaking, listening and social skills). The subject leader is also the learning mentor and integrates both roles very effectively to stimulate pupils' social and academic development. Careful planning and monitoring of pupils' progress ensure that staff provide good support for individuals and groups to ensure they understand ideas and acquire key words. Where the subject leader works with class teachers, teamwork is very good and ensures that pupils learn well.

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	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	5
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
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).