

# INSPECTION REPORT

## **STREATHAM WELLS PRIMARY SCHOOL**

London

LEA area: Lambeth

Unique reference number: 100608

Headteacher: Ms R Newlove

Lead inspector: Mrs L Brackstone

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> November 2003

Inspection number: 258052

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
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	233
School address:	50 Palace Road London
Postcode:	SW2 3NJ
Telephone number:	(0208) 674 3742
Fax number:	(0208) 674 9154
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Noble
Date of previous inspection:	9 <sup>th</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

Streatham Wells is a very popular, one-form entry school that serves the local community, which is a mixed area in terms of social and ethnic backgrounds. The school caters for children aged three to 11 years and there are currently 233 on the school roll. However, there is a large waiting list. Children are admitted to the Nursery on a part-time basis in the term after their third birthday. There are 50 part-time places. Many of the children transfer to the Reception class either in the September or January of the year in which they will be five. However, not all pupils are offered a place because the number of pupils in each class cannot exceed 30. Pupil mobility is lower than the local education authority's average. Approximately 33 per cent are eligible for free school meals and this is above average. About 18 per cent of pupils have special educational needs, which is above average. Approximately 2.8 per cent of pupils have statements, which is also above average. Difficulties experienced include social and emotional behaviour and physical problems. There are 26 per cent of pupils who use English as additional language and this is very high. Languages spoken include French, Arabic and Spanish. The school received a school achievement award in 2001 and 2002 and has gained a *'Basic Skills Quality Mark'*.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage English
11096	Mrs M Davie	Lay inspector	
3574	Dr K Singh	Team inspector	Mathematics Art and design Design and technology Music Physical education English as an additional language
24137	Mrs G Robertson	Team inspector	Science Information and communication technology Special educational needs
24342	Mrs D Franklin	Team inspector	English Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** school. Children enter the Nursery with standards that are **well below** the expected level. However, by the end of Year 6 standards are **above average** and pupils have achieved **very well** overall. This is because the leadership and management of the school are **very effective**, the curriculum is **very well** planned and the quality of teaching is consistently **good**. Despite the good level of funding received per pupil, the school provides **very good** value for money.

#### The school's main strengths and weaknesses are:

- Children start school with levels of attainment **well below** expectations but by the end of Year 6 standards attained in English, mathematics and science are **above average**. Achievement is **very good** overall.
- The quality of teaching and learning is **good** throughout the school. Procedures for checking and monitoring progress are **very good**.
- Leadership and management are **very good**. The headteacher has an **excellent** vision for the school and the governors have a very good understanding of its strengths and weaknesses.
- Pupils' attitudes and behaviour are **very good**.
- Provision for personal development is **very good**.
- The curriculum provided is **very good**.
- Pupils are supported **very well** and their views carefully considered.
- Parents are **well** involved in the life of the school.
- Standards in writing in Year 2 are **below average**.

The school has made **very good** progress since the last inspection. All key issues have been systematically tackled. Overall standards have improved as a consequence of better teaching and planning. At the time of the last inspection pupils' attitudes and behaviour were considered unsatisfactory. However, because of the very good improvements in provision for personal development, pupil support and guidance and in the leadership and management, the attitudes and behaviour of pupils are now a real strength of the school.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; 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 achievement is very good from Nursery to Year 6.** Children start the Nursery with levels of attainment well below that expected at age three in all areas of learning except physical development, where attainment is below expectations. By the start of Year 1 of the National Curriculum, pupils have achieved well in their learning, but are still below the recommended levels of attainment in all areas of learning except for personal, social and emotional development and also creative and physical development, which meet expected levels. Achievement is good in Years 1 and 2 and current standards are broadly as expected by the end of Year 2 in reading, mathematics and science. However, standards are below average in writing. Pupils continue to achieve well in Years 3 to 6 and, by the end of Year 6, standards in mathematics are well above average and above average in English and science. Pupils identified with special educational needs make good

progress in Years 1 and 2 and very good progress in Years 3 to 6. There are no differences in the attainment or achievement of boys and girls or any particular ethnic group. Achievement is very good overall from Nursery to Year 6 because the quality of teaching is consistently good.

**Pupils' personal development is very good. It is promoted through the very good provision for spiritual, moral, social and cultural development.** Pupils have **very positive attitudes to school and behave very well** in lessons and at playtimes. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The school provides a very good education. Teaching is good throughout the school.** Teachers plan lessons very well and classroom support is used very effectively. This ensures that very good use is made of time and pupils are actively engaged in their learning. Teachers have a good understanding of the needs of the pupils and deploy a good range of teaching methods and resources for stimulation. High standards of behaviour are always expected of the pupils. Procedures for monitoring and checking pupils' progress are **very good**. Equality of opportunity is very highly promoted and all pupils are fully included in all activities. The curriculum is interesting, good use is made of the community and personal, social and health education is planned very well. Provision for pupils with special educational needs and those for whom English is an additional language is very good. Parents support the school well.

## **LEADERSHIP AND MANAGEMENT**

**Overall leadership and management are very good.** The headteacher is inspirational and works very closely with staff and governors to ensure that all pupils are treated fairly and are fully involved in the life of the school. The achievement of all pupils is extremely important to the school and staff very rigorously check progress. The provision for pupils with special educational needs and those for whom English is an additional language are both managed very well. Other senior staff lead and manage their areas of responsibility efficiently. Governors are very involved in the life of the school and have a very detailed understanding of its strengths and weaknesses.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Generally parents are pleased with the school. A significant minority felt that the information provided in reports was not clear and inspectors agree with this view. A very small number of parents expressed concern over issues relating to equal opportunities and the full involvement of all pupils within the life of the school. However, inspectors could not justify these concerns and actually found the school embraces all pupils in every activity. Pupils are very happy with their school. They particularly like their teachers, the wide range of activities on offer and the fact that all their concerns are listened to.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Raise standards in writing by the end of Year 2.

Minor areas for improvement:

- Improve the contents of the pupils' annual progress reports to ensure that they are meaningful to parents.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards in English, mathematics and science are **above national averages** at the end of Year 6. Standards are **average** in reading, mathematics and science at the end of Year 2. However, standards **could be higher** in writing in Year 2. All pupils, including those with special educational needs and those for whom English is an additional language achieve **very well**.

#### **Main strengths and weaknesses**

- Standards attained in Year 6 are above average in English, mathematics and science.
- Overall achievement is very good from Nursery to Year 6. Despite not attaining the expected early learning goals in the Foundation Stage the children still achieve well. This good achievement is maintained in Years 1 and 2 and in Years 3 to 6.
- Pupils identified with special educational needs make good progress in Years 1 and 2 and very good progress in Years 3 to 6. Overall they achieve very well.
- There are no differences in the attainment or achievement of boys and girls or any particular ethnic group.
- Standards in writing in Year 2 are below average.

#### **Commentary**

##### *Starting school*

1. When children start school in the Nursery at the age of three, their knowledge, skills and understanding are well below those expected for children of this age. Their physical skills are better developed than any of the other areas of learning but speaking and listening skills are particularly weak.

##### *The school's results in national tests*

2. The following table refers to the Year 2 national test results of 2002 because the 2003 results are yet to be validated. Standards in the national tests for mathematics have been maintained at good levels since 1999. In the 2002 end of Year 2 tests, pupils attained above average standards in mathematics. When compared to standards in similar schools pupils attained well above average results in mathematics. Standards in the reading and writing national tests have been variable since the last inspection but have generally been below the national average. In the 2002 national tests standards in reading were below average and well below average in writing. When compared to similar schools, standards were average in reading and below average in writing. Girls performed better than boys in reading. The lower standards in reading and writing in comparison to those in mathematics are explained by the significant proportion of pupils who use English as an additional language. However, the school is also aware that standards in writing could be better and has already implemented strategies in place for improvement. Standards in science were judged to be well below average in the teacher assessment tests. The 2003 national test results indicate average results in reading, mathematics and science. Results in writing indicate that standards are below average.



### **Standards in national tests at the end of Year 2 – average point scores in 2002<sup>1</sup>**

Standards in:	School results	National results
reading	15.2 (15.8)	15.8 (15.7)
writing	13.0 (14.1)	14.4 (14.3)
mathematics	17.1 (16.8)	16.5 (15.9)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

3. The table below refers to the Year 6 national test results of 2002. Results in the national tests have been consistently above the national average since 1999. Standards in mathematics were well above the national average. Standards in English and science were above the national average. When compared to similar schools standards were well above average. No differences were noted between the attainment of boys and girls. The 2003 national test results indicate that standards in English, mathematics and science have been maintained at levels above the national average.

### **Standards in national tests at the end of Year 6 – average point scores in 2002<sup>2</sup>**

Standards in:	School results	National results
English	28.4 (27.9)	27.0 (27.0)
mathematics	28.6 (29.1)	26.7 (26.6)
science	29.4 (30.0)	28.3 (28.3)

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

## **Inspection findings**

### *The Foundation Stage*

4. The children make good progress in the Nursery and Reception classes and by the time they are ready to start Year 1 of the National Curriculum, they have achieved well because teaching is good and the learning opportunities are well planned for. In personal, social and emotional, creative and physical development the children have attained the expected level at the end of the Reception class. However, standards are still below recommended levels at the age of five in communication, language and literacy, mathematics and knowledge and understanding of the world.

### *Years 1 and 2*

5. Pupils continue to achieve well in Years 1 and 2. Standards in reading and mathematics are average. Standards in writing are below average. This represents a decline since the last inspection but an improvement since the national test results of 2002 when results were well below average. The school is fully aware of the need to improve standards in writing at the end of Year 2. They are working hard to develop writing skills in the current Year 2 cohort which has a substantial number of pupils who use English as an additional language and are achieving satisfactorily in relation to their prior attainment. Current standards in science are average. This is similar to the last inspection but indicates a good improvement since the recent national test results. No differences were noted between the achievement of boys and girls in Years 1 and 2.

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<sup>1</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

<sup>2</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

### *Years 3 to 6*

6. The good levels of achievement are maintained in Years 3 to 6. By the end of Year 6 pupils have achieved well above average levels of attainment in mathematics. Attainment in English and science is above average overall. Consequently, from entry into school to by the time they leave in Year 6 achievement is very good overall. No differences were noted between the achievement of boys and girls, nor between different groups of pupils.

### *Whole school issues*

7. Standards attained in information and communication technology meet national expectations at the end of Years 2 and 6 and achievement is good. Standards in religious education meet the expectations of the locally agreed syllabus at the end of Years 2 and 6. Standards in design and technology are above national expectations at the end of Years 2 and 6. Standards in art meet national expectations at the end of Years 2 and 6. Standards in geography meet national expectations at the end of Year 2, but no overall judgement could be made on standards at the end of Year 6. Standards in history and physical education are as expected at the end of Year 6, but no judgement could be made on standards in these subjects at the end of Year 2. No judgement could be made about standards in music but singing was considered satisfactory.
8. Pupils use their literacy and numeracy skills well across the curriculum. For instance, in numeracy sessions teachers highlight the mathematical vocabulary, which is to be the focus for the lesson. This was evident in an excellent Year 2 mathematics lesson where the pupils were encouraged to achieve well in their learning by identifying all the different ways of describing the subtraction process. Numeracy skills are used well to promote geographical and scientific understanding. The pupils' information and communication technology skills support achievement well across the curriculum in subjects such as in English and history.
9. Pupils with special educational needs achieve consistently well and, by the end of Year 6, achievement is very good in relation to their prior attainment. The school identifies pupils at an early age and looks for any concern that would hinder learning, such as poor attendance or difficulty settling down to a task. Pupils then receive carefully planned work on an individual and or small group work basis mainly in the classrooms, which has been very well organised by the co-ordinator. Progress is closely checked against their detailed and well thought out individual education plans. These plans contain a manageable number of targets for literacy, numeracy and behaviour that are easily measurable so that pupils, parents and teachers can see how much progress has been made. Pupils with special educational needs also receive positive support from assistants. They work closely with pupils, explaining details about their work and ensuring they stay on task. As a result, achievement is consistently good and very good overall. For example, all pupils in Year 6 last year who had been identified with special educational needs achieved the levels expected of them.
10. All pupils from minority ethnic groups achieve as well as their English speaking peers. Those who use English as an additional language also make consistently good progress over time. By Year 6 achievement is good in relation to their prior attainment. Children who are in the early stages of English language acquisition are very quickly identified and supported very well in class. All pupils from minority ethnic groups achieve as well as their peers. There are no differences in the attainment of Black Caribbean, Black African, Asian or Eastern European pupils.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **very good** throughout the school. Their personal development, including spiritual, moral, social and cultural development is also **very good**. Attendance rates and punctuality are **satisfactory**.

## Main strengths and weaknesses

- Pupils' possess a high level of interest in school life.
- There is a wide degree of racial harmony in the school.
- Pupils are confident and have a high level of self-esteem.
- Relationships and behaviour are very good.
- Spiritual, moral, social and cultural development are very good due to very good staff role models and a high level of respect shown to all pupils.
- Attitudes, values and personal development have made significant improvements since the last inspection.
- The school is very proactive in promoting good attendance.

## Commentary

11. Most pupils attend regularly and arrive on time. Very good efforts are made to promote the importance of good attendance and improve the figures. For example, learning mentors check the registers every day to pick up patterns and make first day contact with families. This has been particularly effective in deterring odd day absences. Pupils are enthusiastic about the rewards they get for good attendance. The introduction of these procedures has improved attendance since the time of the last inspection when it was at an unsatisfactory level.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.4	National data	0.5

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

12. Pupils are very keen to come to school and say they enjoy their lessons. They are happy and highly enthusiastic about everything the school offers. Their attitudes have improved considerably since the time of the last inspection when they were judged to be unsatisfactory. Pupils are now attentive in lessons, work hard and remain motivated. This is due to improved teaching and pupil management, clearly focused support for pupils' individual needs and improvements to the accommodation. For example, in a Year 4 mathematics lesson, despite conditions still being cramped, skilled management by the teacher and the support of a learning mentor ensured that pupils behaved, focused on their work and learned at a suitable rate. Pupils with special educational needs are positive about school. They enjoy the challenges of learning and their confidence and self-esteem are enhanced when they achieve their targets.
13. Behaviour is also very much improved since the time of the last inspection when it was judged to be unsatisfactory. Pupils behave very well in lessons and around the school. They are very polite and treat all adults with respect, never taking advantage of being on a first name basis with them. This is because expectations are now very clear and these are backed up with a very effective system of rewards and sanctions. Boys and girls of all ages and races get on well with each other. They keep an eye on the 'friendship bench' in the playground and know that it is everybody's job to help anyone who is feeling lonely. Year 6 pupils know they are role models for the other pupils and that they have to earn their privileges, such as helping out with jobs around the school. There was no evidence of bullying or racism during the inspection and pupils are well informed about what to do if they feel harassed in any way. Nonetheless there were four fixed-term exclusions last year for unacceptable behaviour.
14. Pupils' personal development is very good and they are well prepared to move onto secondary education. They have a very good understanding of who they are. Their backgrounds are valued and celebrated and their parents are invited to come in and share their cultural traditions with the school community. Pupils treat each other with a good deal of respect and are given

very good opportunities to develop their self-knowledge through reflection in religious education, assemblies and circle time. They have a very good understanding of feelings and emotions. For example, during Black History Month they learned about the commitment required to change peoples' attitudes to race, by listening to visiting black authors and learning about the lives of famous people such as Martin Luther King.

15. Pupils have a very good appreciation of cultural diversity. The school celebrates all major religious festivals and is sensitive to pupils' own religious observances. Pupils made special lights, or Divas, to celebrate the Hindu festival of Diwali and collected food at harvest time to be distributed amongst local homeless people. An Eid party, which was organized following the terrorist attacks on New York, has now become an annual event, supported by the Parent Teachers' Association and gives pupils very good opportunities to understand the rich cultural diversity of their own community. Visits to the British Museum, the Royal Festival Hall and the Oval enhance their understanding of British culture, as do outings in the local area to parks and gardens.

#### ***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	53	0	0
White – Irish	2	0	0
White – any other White background	15	1	0
Mixed – White and Black Caribbean	16	0	0
Mixed – White and Black African	4	1	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	28	2	0
Black or Black British – African	28	0	0
Black or Black British – any other Black background	6	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	5	0	0

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **very good** quality of education for its pupils. Pupils' achievement is **very good** overall. This is because the quality of teaching is consistently **good** and the provision for pupils with special educational needs and those for whom English is an additional language are **very successfully** managed. Consequently, **every pupil is fully involved** in all aspects of school life. Interesting visits, exciting projects and **good links with the local community** help to bring the **very well planned** curriculum alive. Parents make a **significant contribution** to pupils' learning.

## Teaching and learning

Teaching is **good** throughout the school. This represents a good improvement since the last inspection when teaching was judged to be barely satisfactory. Children in the Foundation Stage and pupils in Years 1 to 6 learn effectively. Their progress is tracked and monitored **very well** and the information gained is successfully used to move pupils on further in their learning. Teaching is **often very good** in the Nursery, in Year 2 and in Year 6.

## Main strengths and weaknesses

- Teachers plan lessons very well.
- All classroom support is used very effectively.
- Equality of opportunity is very highly promoted.
- Very good use is made of time and pupils are actively engaged in their learning.
- High standards of behaviour are always expected from pupils.
- Teachers have a good understanding of the needs of the pupils. A good range of teaching methods and resources are used to stimulate the pupils' willingness to learn and produce good efforts.
- Homework is used well to reinforce learning.
- Procedures to check and monitor pupils' work are very good.
- Good improvements have been made since the last inspection.

## Commentary

16. The quality of teaching and learning has made good improvements since the last inspection. All pupils and the vast majority of parents are happy with the teaching. Inspectors were able to confirm this view and the table below indicates the quality of teaching observed during the inspection.

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	11 (26%)	20 (48%)	9 (21%)	0 (0%)	0 (0%)	0 (0%)

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

17. Teachers prepare detailed lesson plans, which ensures that all pupils are totally involved in the activities. Equal opportunities are very highly promoted throughout the school. This includes pupils with special educational needs and those who use English as an additional language. The skills of teaching assistants and specialist teachers are used very well to ensure that pupils have full access to lessons. This extra adult help enables them to keep up with the work and pay full attention to the lesson. Those who are in the early stages of learning English are given very good intensive group support within classes in literacy, mathematics and science. Teachers explain the key subject vocabulary well and present work with a strong visual content and this results in pupils' good achievement. Pupils' writings in their home languages are also displayed in the school entrance hall and this shows that the school values other languages and gives confidence to its pupils. Teachers have a positive attitude to the diversity of languages within the school and this adds significantly to bilingual pupils' ease of access in language. As a result pupils are willing to learn and participate in lessons and express their ideas confidently. For example, in a Year 4 English lesson good intervention by two support assistants enabled the full participation of pupils who had special educational needs and those who were using English as an additional language. This was clearly evident when these pupils were able to partake fully in the reading of a play script.
18. Very good use is made of the time available in school to ensure that pupils are actively engaged in their learning. Pupils enter classrooms from the playground in an organised

manner and know that their teachers only expect the highest standards of behaviour. This enables lessons to start on time. Teachers provide crisp introductions where pupils are made aware of the skills they are learning. Staff plan challenges and reminders during lessons to ensure that very effective use is made of the time available. This promotes pupils' productivity and increases their application to their work.

19. Teachers have a good knowledge of the subjects they teach and understand the needs of the pupils well. Relationships between pupils and adults are very good and this has a positive impact on the application to work. Good use is made of praise and motivation.

#### **Example of outstanding practice observed in a Year 2 numeracy session.**

**In this session the pupils were learning to recognise from memory pairs of numbers that made ten.** The teacher had created a really positive learning environment where all of the pupils' efforts were valued. Their self-esteem and confidence could be observed growing quickly as they were praised as '*superstars*' or '*good mathematicians*'. The learning in this lesson was also made fun through the setting of appropriate challenges, which were rewarded by the winning of a most prized possession, a '*fun pen top!*' At the end of the session the pupils were required to record whether they had understood the content of the lesson. This was achieved by drawing a smiley or sad face, which depended on the security of their knowledge and understanding.

20. A good range of teaching methods is used to stimulate the pupils' interest. For instance, at times pupils are encouraged to work in pairs and groups. This provides them with good opportunities to understand new skills through discussion with their peers. However, the pupils are quite clear about the appropriate noise level when they are required to work on an individual basis. A good range of teaching resources is used which motivate the interest of the pupils in their learning; for example very good use is made of whiteboards to ensure that all pupils are fully involved and understanding concepts during the introductory sessions. In a very good Year 6 literacy session particularly effective use was made of an interactive whiteboard that had direct access to the Internet. This enabled the pupils to discuss a range of newspaper reports and discuss their different feature.
21. Homework is used well throughout the school to reinforce learning and extend the pupils thinking skills. Pupils are provided with a range of activities to work on at home and these link well with their work in school. The school believes that this linkage is also important for skills in non-academic areas of the curriculum and has recently promoted a home-school art project.
22. Procedures to monitor and check pupil progress are consistently very good throughout the school. This is a significant improvement since the time of the previous inspection when it was felt that assessment procedures were not fully embedded into the life of the school. Progress in the pupils' learning is undertaken regularly and teachers keep extensive records of pupils' current attainment. This information is used very effectively to ensure that pupils are provided with work that is suited to their individual needs. Marking is generally of good quality but in Years 2 and 6 it was particularly evident that it was being used very well to help pupils understand what they were doing and how they could improve.

### **The curriculum**

Overall the curriculum provision is **very good** and is a key strength of the school. Provision is particularly **good** from Years 3 to 6 and is one reason why these pupils do so well. The wide range of extra-curricular activities, including visits, clubs and the school's participation in sports, the arts and other activities is **good** and supports the curriculum well. The quality of resources is **good** and the accommodation is **satisfactory**.

### **Main strengths and weaknesses**

- The curriculum is interesting, stimulating and very well planned for the pupils.

- Cross-curricular links are very good.
- Provision for pupils with special educational needs and those for whom English is an additional language is very good.
- Provision for personal, social and health education is very good.
- There is very good provision for equal access to the curriculum.
- The school takes every opportunity to develop the curriculum through innovations and adaptations to national strategies and guidance.
- There have been significant improvements since the last inspection.

## Commentary

23. The quality and the range of learning opportunities provided are very good overall. The school very effectively ensures that the pupils are provided with a very interesting and varied curriculum. This very effectively meets the needs of all pupils of all abilities through high quality and detailed planning, as well as using national strategies and recommended guidelines. This is a significant improvement since the last inspection. At that time, provision for more capable pupils had yet to be established, but this is now an integral part of curriculum planning. The school has also successfully addressed the issue of teaching time for pupils, which is now adequate.
24. Statutory requirements for all National Curriculum subjects are fully met. The Nursery and Reception classes make good use of the Foundation Stage curriculum to plan interesting activities for the children. Teachers, across the school, have become very skilled at linking subjects together, whilst still ensuring that the appropriate skills and progression in each subject are addressed. For example, during the inspection this was observed in history, when art and design, design and technology and literacy skills were also developed during lessons. The good range of extra-curricular activities also contributes well to pupils' learning.
25. The school is very effective in being involved in local education authority initiatives and innovations to support the curriculum. For example, it is one of the schools involved in a music project for young children and a programme for pupils' personal, social and health education. They also make very good use of professional coaches in physical education to support pupils' learning and to enrich curriculum opportunities.
26. The provision for pupils with special educational needs is consistently very good across the school. There is additional adult support, which is effectively planned for by the class teachers. Sometimes pupils are withdrawn from the classroom for individual sessions with an adult. These sessions are well focused and matched to a pupil's specific needs as identified in their individual educational plan. When the context of the lesson is practical, as in science or design and technology, pupils frequently work collaboratively in pairs or small groups. Written tasks for pupils of different abilities are designed and shaped for particular needs. As a result, pupils with special educational needs have access to all areas of the curriculum and are fully integrated.
27. Pupils who use English as an additional language receive a broad and balanced curriculum and take full part in all school activities. The school is successful in providing a curriculum that reflects the school's positive attitude towards other cultures and languages. Pupils get very good opportunities to gain confidence about their culture through religious education, assemblies, music, history, geography, art and celebrations such as Black History Month, Eid and cultural evenings. There are many notices, signs and books in other languages to show that the school values other cultures and languages.
28. The school has adopted a very good programme for developing pupils' personal, social, health and citizenship education, including sex education and drugs awareness education. It is very closely linked to other aspects of education provision, particularly behaviour, anger

management and opportunities to talk about feelings. The very comprehensive programme runs from Nursery to Year 6, which ensures a clear progression of skills' development.

29. Resources are good and accommodation is satisfactory. The school has highlighted that some classrooms are small and can impede the learning of some pupils. Funding is now available to improve the accommodation and so this issue is to be addressed in the near future.

### Care, guidance and support

Pupils are **very well** cared for, guided and supported. Pupils get **very good** advice as a result of the monitoring of their development and their opinions are sought and acted upon.

### Main strengths and weaknesses

- All adults are very good role models.
- Procedures to promote healthy lifestyles are very good.
- Child protection procedures are effective.
- There is very good support and guidance for all pupils.
- Learning mentors are very successfully helping to break down barriers to learning.
- Progress since the last inspection has been very good.

### Commentary

30. The very good levels of care and welfare provided for pupils are a strength of the school and have improved significantly since the last inspection. This is because there are now effective procedures to ensure that pupils work in a safe and secure environment. Positive relationships are of the utmost importance. All adults and pupils are referred to by their first names and this helps to nurture the school's family atmosphere. Routines are thought out with great care. For example, when the school was faced with unsettled behaviour after playtime and lunchtimes because pupils were too boisterous when lining up to come inside, staff instigated a new system whereby classes are now called to line up one at a time and each pupil has a numbered space to stand in. This helps prevent arguments, helps pupils to learn their numbers and has resulted in much better behaviour.
31. All staff are very good role models in the way they conduct themselves and in the way they take responsibility for helping pupils achieve success in their school life. Great importance is placed on the encouragement of self-discipline and self-reliance. There are no whole school rules, but class rules that pupils and their teachers negotiate. For example, lunchtimes are sociable sessions where rules are taken seriously and, as a result, pupils seldom misbehave. Learning mentors, who support pupils very well in a pastoral capacity, successfully help to break down barriers to work. Attendance is improving because of the time and effort devoted to following up absences and to helping families overcome difficulties that result in their children's non-attendance at school. In lessons teachers support pupils who need it to ensure that they are fully included and motivated to learn. This helps all pupils achieve well.
32. Child protection procedures are effective as all staff are fully trained. Thorough maintenance by the site manager ensures that the school environment is not only safe for pupils but also very attractive and welcoming. Pupils are given very good opportunities to understand the importance of healthy lifestyles by the school's involvement in initiatives such as the free fruit scheme, which provides children up to the end of Year 2 with a free piece of fruit at morning break time in order to encourage healthy eating. A very good induction programme to the Nursery and Reception, which includes home visits, helps children to settle into school routines quickly. Supervision and guidance of these children is very good and means they are well on course to achieve the goals expected of them in personal, social and emotional development.



33. Staff have very good relationships with all pupils and as a result know their individual needs very well. For example, a Year 6 personal, social, health and citizenship education lesson included how they might handle potentially stressful situations regarding behaviour on a school outing. The class teacher showed that he knew very well which pupils would benefit from thinking about alternative behaviour strategies and so prepared them very well for their trip.
34. Procedures for seeking pupils' views are very effective. The school council regularly discusses issues, which directly affect pupils and its opinions are taken into account when formulating changes to policies. For example, every classroom has adopted common football rules in order to prevent misunderstandings and arguments and at the pupils' request the school is now involved in recycling rubbish.
35. Pupils with special educational needs and those who use English as an additional language are safe and secure at the school. Older pupils are very well prepared for moving on to secondary school because the school has promoted their independence and self-assurance.

### **Partnership with parents, other schools and the community**

Partnership with parents is **good** and makes a significant contribution to pupils' learning. Links with the community and other schools are **good** and provide effective support for pupils.

### **Main strengths and weaknesses**

- Parents are kept well informed about their children's learning experiences and day-to-day events by weekly newsletters.
- Good efforts are made to involve parents in their children's education.
- The parent/teacher association is very supportive of the school.
- Annual written reports to parents about how well their children are doing are too long and contain too much jargon.

### **Commentary**

36. Links with parents are effective because the school makes good efforts to involve them in their children's education and keeps in regular touch with them. This happens through the now weekly newsletters, which also help working parents keep informed, weekly drop-in sessions, which are open to any parent who wishes to discuss any concerns about their child and the regular accessibility of all staff including the headteacher. The parent/teacher association is very active and well supported and makes a substantial contribution to pupils' achievements. For example, it routinely donates money to help pay for trips and outings.
37. Information sent to parents is generally of good quality and sometimes produced in community language. Parents' concerns about the information they receive regarding their children's progress are justified, as the annual written reports, whilst very detailed, are far too long at present and contain too much educational technology. The prospectus is well presented and communicates information about what the school does very clearly. The governors' annual report is similarly well presented.
38. The school ensures that effective links with local secondary schools help pupils to transfer with confidence and that they are well supported by the timely and efficient sharing of information. A joint initiative with the Lambeth Education Business Partnership provides very popular courses for parents, such as "*Keeping up with the children*", teaching them strategies to help their children with literacy and numeracy. No judgement has been made about the quality of the courses as none were taking place during the inspection.
39. The school makes a good commitment to a positive relationship with parents whose children have special educational needs. There is a 'drop in' time on Monday mornings for parents in the Rainbow Room and the special educational needs co-ordinator is available at this time to discuss progress or any concerns that parents may have. Every effort is made to involve

those parents of pupils who speak English as an additional language. The staff, pupils and parents who can speak more than one language help in interpretations if and when required. The teacher with responsibility for pupils who speak English as an additional language also makes synopses of reports for parents on their children's progress and attainment to aid understanding.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. A dedicated and well-informed body of governors **very effectively** govern the school. The headteacher is an **exceptional leader and manager** who receives **good support** from her senior teachers. **Very good** management procedures and best value principles are an integral part within the life of the school.

### Main strengths and weaknesses

- The headteacher leads by example and her excellent vision for the school ensures that the aims of the school are met.
- The headteacher, staff and governors show an outstanding commitment to ensuring that all pupils are treated fairly and are fully involved in the life of the school.
- The achievement of all pupils is extremely important to the school and they very rigorously check progress.
- Governors are very involved in the life of the school and have a detailed understanding of its strengths and weaknesses.
- The provision for pupils with special educational needs and those who use English as an additional language are both managed very well. Mathematics is also lead and managed very well.
- Other senior staff lead and manage their areas of responsibility efficiently.
- Very good improvements have been made since the last inspection.

### Commentary

40. The headteacher has very high aspirations for the school. Her vision and sense of purpose is outstanding. As a result, Streatham Wells Primary very successfully achieves its aims by providing a stimulating education within a family atmosphere. Pupils are equally treated, are given every possible opportunity to develop their talents and parents and carers are fully involved in the process. This is a very good improvement since the last inspection.
41. The staff is totally committed to involving all pupils in the life of the school and they ensure that all pupils have equality of access and opportunity. This is particularly apparent in the provision for special educational needs and those for whom English is an additional language, which is managed very well. Pupils are identified at the earliest possible stage and supported by carefully targeted activities. Legal requirements for pupils with special educational needs have been fully implemented and pupils' individual education plans are concise and appropriate. This means that their work is well planned and at the right level. Teaching assistants are managed very well and this ensures that both teachers and pupils are given very high quality support. Pupils' progress is tracked and detailed analysis enables staff to check any issues relating to ethnic achievement. For instance, the school monitors Black Caribbean, Black African and all Asian pupils to ensure that these different groups of pupils achieve as well as each other over time.
42. Key staff lead and manage their areas of responsibility with good levels of professionalism and enthusiasm. There have been a number of staffing changes recently and this has resulted in teachers taking on new responsibilities. The acting deputy headteacher supports the headteacher very well and is a good role model and mentor for staff new to the school. Mathematics is co-ordinated very efficiently by an extremely competent practitioner and the Foundation Stage leader is successfully managing a new team. English, science and

information and communication technology are well led and managed by staff with good levels of expertise. The co-ordination of all other subjects is satisfactory.

43. A highly effective school development plan systematically focuses on improvements in teaching and learning, attainment, management, curriculum development, school ethos, community links and school premises. It provides a very detailed strategic management plan for the future that has been agreed by both staff and governors. This enables all involved in the school to have a clear view of what needs to be done. It systematically deals with the appropriate areas for development excellently and fully reflects the aims of the school.
44. The monitoring, evaluation and development of teaching is very good. There are rigorous systems in place for monitoring lessons, which are very effectively carried out by the headteacher. Areas identified as weaknesses are carefully rectified through targeted training programmes. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise. Support staff, including midday supervisors, attend training where appropriate. The school places high priority on appointing the most suitable staff for the school. Induction and mentoring arrangements are very good and newly qualified staff feel well supported. The school makes an effective contribution to initial teacher training. The analysis of pupil performance throughout the school is also of the very highest standard and staff work very closely together to evaluate the quality of learning, making the very best possible use of information gained from test results.
45. The governance of the school is very good. Governors are fully involved in the life of the school, provide very high levels of professional expertise and have a thorough understanding of its strengths and weaknesses. This means that they can influence the work of the school through challenge and support. Governors have a well-structured committee system that ensures all policies and initiatives are properly considered. The vast majority of governors work closely together and actively share information. This ensures that they are fully involved in shaping the direction of the school and critically analysing standards. Despite the omission of two minor points of information in their report to parents, the role of governors has made a very good improvement since the last inspection.
46. Financial management is very secure. All of the available funds are carefully prioritised, closely related to the school development plan and used to best effect. Subject co-ordinators very successfully manage their own budgets and identify areas that require funding. Specific grants are used very well. For example, very good use is made of funding from the 'Excellence in the Cities' award to provide learning mentors for the pupils. Funding for pupils with special educational needs and those for whom English is an additional language is also used very well and is supplemented from the school's main budget. The efficient administration team ensures that the day-to-day financial management is very well organised. The headteacher and governors are kept up to date with the financial information and this supports the effective management of the school.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	892,111
Total expenditure	914,028
Expenditure per pupil	3,889

Balances (£)	
Balance from previous year	52,682
Balance carried forward to the next	30,765

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is good and has improved since the last inspection. Preparation for Year 1 of the National Curriculum is good and the children achieve well during their time in the Foundation Stage. The children enter the 50 place Nursery on a part-time basis when they are three. However, there are only 30 full-time places in the Reception class so not all children are able to continue their Foundation Stage education at Streatham Wells. Children start Nursery with levels of attainment that are well below those expected in personal, social and emotional development, communication, language and literacy, mathematical, creative development and knowledge and understanding of the world. Standards in physical development are below expectations on entry into school. By the time that they reach Year 1, all children make good progress in their learning and achieve well. However, attainment in physical development and in personal, social and emotional development meets expected levels by the end of the Reception class, although standards reached in all other areas of learning are below expectations. Teaching is good and the curriculum is planned to meet all their needs well. All adults skilfully manage the children and set very good role models for them. There are a good number of adults employed in the Foundation Stage who work together as a cohesive team. The accommodation overall is satisfactory. Good use is made of the outdoor area, which is safe and secure and is used as an integral part of the school day.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Achievement is very good in the Foundation Stage with children attaining the expected levels by Year 1.
- Children in the Nursery and Reception benefit from very good relationships with adults.

### **Commentary**

47. All children, including those with special educational needs and those for whom English is an additional language, achieve very well in personal, social and emotional development in the Foundation Stage in relation to their prior attainment. Children in the Nursery leave their carers willingly and settle quickly into school routines. They are independent enough to find their name card and most answer to their name when called. The vast majority of children are confident when selecting an activity but a few children prefer to stand and watch. The vast majority of children concentrate for short periods of time without adult intervention. They are learning to play alongside each other, as for instance, in the home corner and understand that they must take turns. The children appreciate the needs of others and respond well to daily procedures, such as snack time. This progress is maintained in Reception and the children learn that they are part of a community when they start attending school assemblies with Years 1 and 2.
48. Children in the Nursery and Reception classes form very good relationships with the adults around them and are happy to share equipment and play in harmony with their classmates. For example, they play alongside each other in the outdoor area. The children clearly understand what is acceptable behaviour and have a good awareness of the consequences of inappropriate actions.
49. By the time they are ready to start Year 1 of the National Curriculum they have successfully achieved the expected level for this area of learning.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teaching is good overall and all adults involved in the Foundation Stage have a good understanding of the needs of the children.
- Many children enter Nursery with poor communication skills. Although they achieve well in the Foundation Stage, few achieve the early learning goals by Year 1.

### Commentary

50. Many start Nursery with poor language and communication skills. All children, including those who find learning difficult and those for whom English is an additional language, achieve well, even though many have developed insufficient language skills to express themselves clearly by the end of Reception.
51. A wide range of activities is provided for the children so that they make good progress. For example, in the Nursery a group of older children talked about a series of pictures from a recent popular children's film. They expressed themselves using a mixture of short phrases and words. In Reception children took on roles of ticket collectors, train drivers and passengers and were able to express themselves reasonably well with good support from their teacher, who effectively encouraged conversation.
52. Most children in the Nursery are beginning to make marks on paper to communicate meaning. They experiment with familiar symbols and marks. However, although many recognise their names, few children in the Nursery are able to write their name correctly when unaided. In the Reception class children use a mixture of marks, symbols and familiar letters to communicate meaning.
53. The quality of teaching and learning is good overall. All adults are aware of the needs of young children and provide plenty of opportunities to develop their language skills. For example, in the outdoor area, a stimulating learning environment was created for children to take on various jobs and roles based on a '*train journey*'. The teachers were very involved by questioning children and generally modelling appropriate speaking and listening skills in such a situation. All children's contributions are valued and behaviour management is good. Consequently the children know what is expected of them and respond well. This has a positive impact on their learning and makes a good contribution to their achievement.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The quality of teaching and learning is good and children achieve well.

### Commentary

54. Nursery staff plan interesting activities that help to develop both mathematical and language skills. For instance, when children played a fishing game, they were encouraged to count the spots on the fish and put them in the appropriately numbered baskets. Children in Reception are encouraged to use their fingers to count to ten and number work is reinforced through suitable songs and rhymes. More capable children are learning to add and subtract numbers by counting objects and can recognise coins to 10p. They recognise and name simple two-

dimensional shapes. Teaching and learning is good in both the Nursery and Reception. Staff use a good range of resources, which encourage the children to acquire new skills. Children's achievement is good but by the time they are ready to start Year 1 standards are still below the expected level. This is because when they start the Nursery their knowledge and understanding of number is well below the expected levels.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The school uses its grounds very well to develop children's understanding of the world around them.
- Teaching in this area of learning is good.

### **Commentary**

55. The good teaching and organisation give children many opportunities to develop their knowledge and understanding of the world. They play and explore confidently and use tools carefully. Many are able to stick neatly and cleanly and can skilfully use the computer mouse. The classes are well staffed, which allows children to make good progress because they have the attention they need to guide and help them. They show that they are interested in learning about their senses as they play in the grounds. They are given good opportunities for development of observational and investigative skills using torches, binoculars and magnifying glasses.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Attainment is as expected by the start of Year 1 and all children achieve well.
- Teaching and learning are good.
- Good use is made of the outdoor area.

### **Commentary**

56. Children in the Nursery learn to run, stride, walk, jump, turn and twirl in response to a song. They push prams and use their developing physical skills to construct wooden structures. By the end of the Reception Year the children are able to move with confidence, show a good awareness of space and have an appropriate understanding of safety. They handle tools such as scissors and shape cutters with increasing control. For instance, reception children use sticky white tape in their junk modelling and cut off suitable lengths for attaching together cartons.

57. Interesting activities are planned well by teachers who ensure that all the children can be involved. Relationships between adults and the children are very good and everyone is encouraged to participate fully in the sessions. Time is used well. For example, staff sing nursery rhymes and songs with the children whilst they are helping them put on their shoes and socks.

58. The safe and secure outdoor area is well resourced with large toys and apparatus and positively promotes the children's learning. This enables them to develop their co-ordination and travelling skills with confidence thus ensuring that personal achievement is good.



## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- Attainment is as expected by the start of Year 1 and all children achieve very well.
- Sessions are very well planned and link closely to other areas of learning.
- Well-chosen resources are accessible to all the children.

### Commentary

59. Children generally start the Nursery with poorly developed creative skills but by the time that they are ready to start Year 1 of the National Curriculum they have reached the expected level for this age. This is because nursery and reception staff plan very good opportunities for children to learn how to use their imagination, explore a range of materials, respond to music and express themselves. These are linked to themes and topics, which make them meaningful to these youngsters. For instance, in the Nursery the children learned about how they had changed from when they were babies. This involved washing their *'own babies'* in a bubbly bath, changing nappies and taking them to see the *'health visitor'* in the pretend medical centre. Very good links were encouraged with other areas of learning such as communication, language and literacy and knowledge and understanding of the world. For example, the children were provided with paper and a telephone to make appointments to see the health visitor.
60. Children confidently develop an interest in what they see, feel, touch and smell. This was particularly well developed during a nursery session when the children were encouraged to explore their senses. They were given a range of fruit to look at, touch, smell and taste and this was done with developing confidence.
61. Resources are all clearly labelled and made accessible to all the children. This enables them to progress well in their learning and develop independent skills. For instance, in Reception the children were encouraged to make and paint model trains using a range of materials that they could independently select and achievement was good.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards by the end of Year 6 are above the national average.
- The quality of teaching is good.
- Very good use of literacy skills across the curriculum.
- Standards at the end of Year 2 in writing are not good enough.

### Commentary

62. By the end of Year 2 standards in speaking, listening and reading are average but standards in writing are below national averages. Achievement is good overall because many children start school with poor literacy skills but make good progress in the infant classes. By the end of Year 6 pupils' attainment is above the national average. All pupils, including those who find learning difficult, the more capable and those for whom English is an additional language, achieve very well. Learning is particularly accelerated in the older classes where teaching is



very good. There are no differences noted between the achievements of different ethnic groups. Girls and boys make similar progress. Standards in Year 6 have significantly improved since the last inspection.

63. Pupils have good opportunities to join in discussions and they listen well to each other's contributions. In Years 1 and 2 they talk about story settings and sequential events in stories. They achieve well because teachers are skilled at developing language and communication skills and clarify unfamiliar vocabulary for pupils. By the end of Year 6 pupils are able to talk and listen confidently in a range of situations, engaging the interest of the listeners as they begin to vary their expression and vocabulary.
64. Pupils achieve very well in reading, developing their skills to tackle unfamiliar words and quickly learn to enjoy reading a wide range of books. Pupils in Year 1 are particularly well supported by adult volunteers who regularly hear pupils read. This has a positive impact on pupils' learning. By Year 6 pupils are able to discuss a wide range of authors and explain why they prefer certain ones. In a lesson during the inspection, pupils were observed making interesting comparisons between an article in a tabloid with a similar article in a broadsheet newspaper. They were confident enough to identify inferences and make deductions from their reading.
65. Attainment in writing is below average by the end of Year 2, although all pupils, including those who find learning difficult and those for whom English is an additional language are achieving well. This is because many children have limited writing skills and lack confidence on entry into Year 1. They are provided with a satisfactory range of tasks, which involve writing for different purposes and most are developing skills appropriately. The school has worked hard to improve standards in writing in Years 3 to 6 and, consequently, these are now above average. An example of a strategy implemented to improve standards, is a weekly '*writing club*' where pupils are put into groups according to their ability to support their learning. Resources have also been improved and the very good provision for pupils who find learning difficult and those whose second language is English, has also had a positive impact on raising standards in Years 3 to 6.
66. The quality of teaching is good overall and this makes an important contribution to pupils' very good achievement. Lessons are very well planned to meet the needs of all pupils and insistence of high standards of behaviour is also a key feature of high quality literacy teaching. Marking is generally good but is of particularly high quality in Years 2 and 6 where pupils know exactly how well they have done and what they need to do to improve their work. Assessment procedures are good, but in the younger classes teachers do not set small measurable targets nor plan suitable activities for pupils to gain the first level of the National Curriculum in writing.
67. Leadership and management are good. The subject manager has a clear understanding of what needs to be improved and has worked well with staff to put improvement strategies into practice.

### **Language and literacy across the curriculum**

68. Pupils use their language and literacy skills very well in other subjects. These are clearly identified in teachers' planning and have a positive impact on pupils' learning. For example, in geography pupils used their literacy skills very well to write a postcard about the weather on an imaginary holiday.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Standards in Years 3 to 6 have greatly improved since the last inspection.
- Pupils' achievement is good throughout the school and is very good for Years 5 and 6 because of the very good teaching and learning.
- Leadership and management of the subject are very good.
- Planning, assessments, tracking of pupils' progress and the use made of this information are very good.

### Commentary

69. Since the last inspection the school has worked very hard to raise standards, especially in Years 3 to 6. Standards in the current Year 2 are average and are well above the national average in Year 6.
70. Pupils with special educational needs are very well supported by teachers and achieve as well as their classmates. Boys and girls are currently making similar progress. Pupils from minority ethnic groups also do very well. Achievement and standards attained by pupils who speak English as an additional language are similar to their English speaking peers.
71. By Year 2, most pupils count, order, add and subtract numbers to 20. They know the pairs of numbers that add to ten and the more capable know to 20. They use the number line to subtract numbers over 20. They measure using non-standard units and are beginning to understand about standard units. By Year 6, most pupils are familiar with the four basic rules of number and apply what they know when they use their knowledge of fractions, decimals and percentages to interpret data from pie charts.
72. Overall teaching and learning are consistently good and very good in Years 5 and 6. As a result, pupils' achievement is good and accelerates to very good in Years 5 and 6 classes. One excellent lesson was also seen in a Year 2 class. All teachers plan and organise lessons very well, providing appropriately challenging tasks that engage pupils' interest. Questions are used very well to find out what pupils know and the subject vocabulary is well explained to ensure that all pupils including those who speak English as an additional language understand the tasks. Teachers' expectations of pupils' work and behaviour are very high, the pace is very good and appropriate praise motivates pupils in their learning.
73. Assessment procedures enable pupils' attainment to be recorded and individual progress to be tracked. Both the National Curriculum and the optional test data are analysed and information is used to provide additional support such as *'booster'* classes. Assessment was not rigorous enough in the past in the Foundation Stage and in Years 1 and 2, but this has now been rectified. Books are very well marked and there are many encouraging comments. Pupils also assess their own work and have a good understanding of their levels of achievement and how to improve their work.
74. The subject is very well managed and led by an experienced teacher. The priority in the school development plan to improve standards further for Years 1 and 2 is appropriate. All staff work well together and share a commitment to raise standards. Since the previous inspection, the school has made very good progress. The standards of Year 6 have improved from below to well above the national average. The quality of teaching has improved from satisfactory to very good and as a result pupils' achievement is now very good.

## Mathematics across the curriculum

75. The National Numeracy Strategy has been implemented very well and pupils, by the end of Year 6, make very good use of the skills in other subjects. Literacy skills are used well to learn and understand mathematical vocabulary. In science, pupils measure and record their changing pulse rates and create graphs to show the effect of exercise on the body. In information and communication technology pupils make good use of the database. In history, pupils use a timeline to plot Tudor events and in geography, they use their knowledge of co-ordinates to read treasure maps. In art and design, pupils use shapes to design their repeating patterns. Pupils use their skills well in design and technology to measure when they design their Tudor shoes and puppets.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils have very good opportunities to carry out practical investigations.
- There are high standards of presentation of work in Years 3 to 6.
- The quality of teaching is consistently good.
- At times teachers do not plan enough opportunities for the more capable to use their knowledge and understanding.

### Commentary

76. Teaching was good overall and is one of the main reasons why pupils achieve so well in science and why pupils enjoy their work so much. They really enjoy the practical activities and then the opportunity to discuss their ideas at a mature level. They talk enthusiastically about their science learning saying, *'It is exciting and makes us think carefully'*.
77. Standards of attainment in Years 1 and 2 are in line with national averages. Standards in Years 3 to 6 are above average. This is a similar judgement to that of the previous inspection for the younger pupils, but represents good improvement for older pupils. Pupils, including those with special educational needs and English as an additional language, make good progress and achieve well. Pupils in Year 6 have a very good knowledge and understanding of fair testing and talk confidently about ways of making results of investigations valid. Pupils of different capabilities are generally well challenged by their tasks within predominantly whole class lessons. However, teachers do not plan enough opportunities for more capable pupils to use their knowledge and understanding. This means that they do not plan their own investigations and experiments nor do they find ways of recording their results to fully extend and challenge their skills of independent enquiry. This is particularly so in Year 2, where results for the more capable pupils are lower than the national averages. The school has identified this in its subject position statement.
78. Curriculum provision is very good. Pupils benefit from the way teachers link science activities with classroom projects and themes relevant to pupils. This results in good levels of concentration and effort.
79. The quality of teaching and learning is good. Teachers are enthusiastic and their own interest and enjoyment of science is successfully conveyed to pupils. Because of this, pupils have a good attitude to learning and behave and co-operate well during practical activities.
80. Despite having been recently appointed to the school, the subject co-ordinator provides good leadership. Her work provides a very good model for colleagues to follow. Management of the subject is also good. The co-ordinator critically analyses planning and teaching and so her understanding of the strengths and weaknesses is secure.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- There are good links between information and communication technology and other subjects that help pupils to learn more effectively.
- Pupils enjoy information and communication technology and say it is their favourite subject. They are confident users of technology.
- The co-ordinator has a great deal of expertise and provides lots of help for colleagues.

### **Commentary**

81. Standards in this inspection are similar to those at the previous inspection. However, now all pupils, including those with special educational needs and with English as an additional language and pupils without computers at home, are confident and competent users of the keyboard and mouse. They make good progress and achieve well. This improvement is due largely to the teacher's increased subject knowledge and the installation of a well-equipped computer suite that is used by all classes.
82. Pupils in Years 1 and 2 use an appropriate range of programs. They learn how to load and save their work and there is a real sense of wonder as they talk of printing off their colourful pictures. Pupils know how to word-process their writing. In Years 3 to 6 they generally make steady progress. The pupils create databases and then learn how information is stored. They then analyse the data they have gathered and search confidently for information.
83. In the best lessons the teachers are very confident and very well aware of the potential of technology. Computers are as effectively used in classrooms as in the computer suite. Teachers maximise the potential of computers with pupils with special educational needs. There are set times for them to use programs that can develop their phonic skills or complement literacy or numeracy activities.
84. Pupils' attitudes are very good; they are confident and eager learners. They usually work well together in pairs in the computer suite. In some cases the same task shared between two pupils invariably takes a long time. The lesson pace slows and pupils do not achieve as much as they could.
85. The subject co-ordinator is skilled and has played a major part in raising the profile of the subject by resourcing it well, supporting colleagues and using it very effectively in his own classroom. The co-ordinator plans to introduce a very practical system of assessment to ensure that pupils steadily develop their capability and understanding.

### **Information and communication technology across the curriculum**

86. Pupils use technology extremely well to complement work in other subjects, notably in English, science, art and history. For instance, in Year 3 they have created a database using information from their scientific findings. As they move through the school they begin to have a very good understanding of the use of multimedia and how it enhances their work. In Year 6 their ongoing work about the Tudors is a good example of how to best combine different types of information to make it attractive and accessible.

## HUMANITIES

### Religious education

Provision in religious education is **satisfactory**.

#### Main strengths and weaknesses

- Good use is made of visits and artefacts to support pupils' learning.
- Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

#### Commentary

87. Standards of attainment are in line with the expectations of the locally agreed syllabus and similar to those at the last inspection. All pupils, including those with special educational needs and those whose second language is English, are achieving satisfactorily.
88. The quality of teaching and learning is satisfactory. Some good teaching was observed during the inspection. In these lessons teachers' subject knowledge was good and lessons were interesting. Good use was made of pupils' knowledge of their own religions to support the learning of others. Generally artefacts are used well in all lessons and pupils have good opportunities to visit places of worship for a range of religions. Since the last inspection the issue of resources to teach Buddhism has been successfully addressed and all resources have improved significantly. This is having a positive impact on pupils' learning.
89. Pupils have good opportunities to learn about the six main world religions. The school uses the locally agreed syllabus appropriately and encourages pupils to reflect on their own beliefs and those of others during religious education lessons. This makes a positive contribution to pupils' spiritual, moral, social and cultural provision.
90. No judgement can be made on the current leadership and management of the subject. A member of staff is temporarily overseeing the subject until the appointment of a new co-ordinator. However the headteacher effectively monitors teachers' planning and has a good overview of standards and areas for improvement.

#### Geography and History

91. Only two lessons in **geography** and three lessons in **history** were observed during the inspection. The school has decided to teach these subjects in termly or half-termly blocks to ensure that the development of skills and knowledge in each of these subjects is not too fragmented. This addresses an issue of curriculum planning for geography identified in the last inspection. Therefore judgements are based on samples of pupils' work, discussions and some lesson observations.
92. In discussion with pupils in Year 6, there is every indication that they have satisfactory geographical knowledge and understanding.
93. Most pupils have a sound understanding of factual knowledge and understanding of the history of Britain and the wider world. A good feature is the cross-curricular links with other areas of the curriculum. For example, pupils in Year 6 have used their historical knowledge when designing and making a pair of Tudor shoes and a Tudor house.
94. The school encourages a good range of visits and visitors to support the history and geography curricula. This has a positive impact on pupils' learning which is made interesting and enjoyable. During the inspection a parent gave an extremely interesting talk to pupils about

Norway. Pupils asked detailed and relevant questions and the visitor provided a very good range of resources for the pupils. Consequently pupils' achievement in this lesson was very good.

95. Subject co-ordination for history and geography is satisfactory and developing. The co-ordinator is new to the post but is fully aware of the need to regularly check standards through discussions with pupils and sampling work.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. Only a few lessons were seen in each of the following subjects: art and design, design and technology, music and physical education. Therefore, it is not possible to make a firm judgement about provision although limited evidence indicates that it is satisfactory in all four areas. In addition to observing lessons, inspectors discussed the subjects with the co-ordinators, spoke to pupils about what they had learnt and looked at sketchbooks and displays.
97. Sketchbooks, displays and discussion with pupils and teachers indicate that the **art and design** curriculum is appropriately covered and pupils achieve well. This is an improvement since the last inspection when it was felt that the pupils' knowledge and skills were not always consistently developed. In a short observation in Year 5 pupils were using the viewfinder to observe different textile patterns from Africa. This helped to develop their observational drawing skills. The key vocabulary such as pattern, geometric, space and symmetry were well explained. However, the study of work of famous artists is less developed. Art and design is used well across subjects, such as in history when pupils draw Tudor portraits and sketch their designs for Greek pottery. They use literacy skills to write instructions to make 'dog masks' and use the 'colour magic' program on the computer to paint pictures. They use their artistic skills to design their Tudor shoes in design and technology lessons. Links with religious education are well established; pupils draw and paint 'rangoli' patterns and make clay 'divas' when they study Hinduism. Staff display pupils' work in classrooms and around the school well and this provides further stimulus. Art weeks and a family art week further enhance the curriculum and contribute to pupils' achievement.
98. Scrutiny of books, work on display and discussions with pupils and teachers show that pupils are gaining good experiences of a range of materials and techniques in **design and technology**. The standards are above expectations in designing, making and evaluating the end products. For example, Year 6 pupils made Tudor shoes and explained the difficulties encountered in their work. They also identified how they were going to improve their methods by making shoes a little larger so that they were not too tight and could come off easily. Year 2 pupils were well able to explain how they had designed, made and evaluated their puppets. This indicates good improvement since the last inspection when it was felt that pupils did not have sufficient opportunities to modify and evaluate their work. Pupils use their literacy skills to write instructions on how to make, what is needed and how they would improve their work. They use numeracy skills to measure and use knowledge of shape to produce their work. Good links are established with history topics. However, the use of information and communication technology to support learning either through planning, modelling or control is at an early stage.
99. Discussions with pupils and teachers and the planning indicate that provision in **music** is satisfactory. One singing assembly in Years 1 and 2 was observed. This indicates that pupils' singing skills are just about satisfactory. Years 4 to 6 pupils learn to play the violin out of school hours and their achievement is satisfactory. Pupils talked about taking part in school productions and their work with other schools and singing in the Festival Hall. Pupils also have some opportunity to play the steel pans. This is a similar picture to that at the time of the last inspection.
100. From viewing planning and discussions with teachers and pupils it is evident that all strands of **physical education** are regularly taught. The standards in swimming, games and gymnastics

by Year 6 are good. Pupils in Years 4 to 6 are regularly coached for cricket and football. Good use is made of outside providers to give specialist training. After school clubs in football and cricket coaching develop games skills further and this has been well maintained since the last inspection. Pupils have many opportunities to take part in competitions with local schools. In cricket they are the local education authority champions and came second in the borough competition. However, this success story is not repeated in football matches as one pupil remarked *'We work hard but still are at the bottom of the league!'*

101. One excellent lesson taken by a specialist in cricket and supported by the class teacher in Year 6 was observed. Planning, pace, teaching of skills and praise and encouragement was excellent. The enthusiasm of the adults and of pupils was infectious and resulted in excellent achievement for all pupils. In a Year 1 lesson pupils made satisfactory progress in developing the skills of throwing and catching.
102. Subject co-ordination is satisfactory overall. Staff receive training from subject managers and standards are monitored. Pupils' progress is assessed and information is used to provide appropriate support. Pupils also record their own evaluations in design and technology and explain how they could improve their skills. Resources for these subjects are sufficient and adequate for current use.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- Provision is very well planned.
- The scheme of work ensures a progression of skills from Nursery to Year 6 and ensures that the quality of teaching and learning is consistently good.

### **Commentary**

103. The school's arrangements for personal, social and health education, including drugs awareness education and citizenship is very good. Teachers make very effective use of a commercial scheme, which was initiated by the local education authority. All teachers plan weekly sessions very carefully to support the needs of the pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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