

INSPECTION REPORT

West Hill Primary School

Wandsworth

LEA area: Wandsworth

Unique reference number: 101024

Headteacher: Miss J Dobson

Lead inspector: Tusha Chakraborti

Dates of inspection: 13 – 15 October 2003

Inspection number: 259797

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	203
School address:	5 Merton Road Wandsworth London
Postcode:	SW18 5ST
Telephone number:	(020) 8874 5900
Fax number:	(020) 8874 5991
Appropriate authority:	Governing body
Name of chair of governors:	Ms Karen Flynn
Date of previous inspection:	16/11/1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized mixed primary school, currently attended by 203 pupils aged 5 -11 years. It is a multicultural and multiracial school where pupils come from almost all minority ethnic communities, the largest ones amongst these being the white British and any other white and Black British Caribbean and Black British African communities. There are no Refugee or Traveller pupils. A large proportion of pupils speak a first language other than English and 15 are at an early stage of learning English. The main languages spoken, other than English, are Urdu and Somali. Many pupils come from socially and economically disadvantaged families and the number entitled to a free school meal is well above the national average. There is a high turnover of pupils each year. The proportion of pupils identified with special educational needs, including statements, is above average and they have a wide range of special needs. Overall attainment on entry to the school is below average. The school has gained Beacon status and received the School Achievement awards for 1996/7, 1999/2000 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	T Chakraborti	Lead inspector	English Art and design Design and technology English as an additional language
9502	R Hall	Lay inspector	
18116	C Taylor	Team inspector	Mathematics Information and communication technology History Geography Physical education Special educational needs
18502	V McTiffen	Team inspector	Foundation Stage Science Music Religious education

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

Overall evaluation

This is a **good school** with some very good features. Pupils achieve well because very effective leadership and good teaching are leading to improving standards, particularly in English. The positive learning environment of the school enables pupils to develop very positive attitudes to work and to behave well. Relationships are very good and pupils care greatly for each other. The school gives good value for money.

The school's main strengths and weaknesses are:

- National test results in 2003 show that pupils reached standards that were very high in English, very good in science and good in mathematics when compared to schools with pupils from similar backgrounds.
- Consistently good teaching has a significant impact on pupils' learning and the standards they attain.
- The school's assessment system is very good and it is used very well to track pupils' progress.
- The headteacher provides strong leadership, enabling teaching and non-teaching staff to work as a very effective team.
- The positive and caring ethos ensures very good relationships between staff, pupils and parents.
- Pupils have very good attitudes to learning and they behave well.
- The provision for the Nursery and the Reception is very good.
- Pupils have some opportunities for taking initiatives and developing independent learning and research skills, but there is still work to do.
- Attendance is below the national average.

The school has made good improvement since the previous inspection in 1998 in addressing the key issues identified in the inspection report. Provision for religious education and information and communication technology is now good. Sufficient time has been allocated for these subjects and they are taught well. The school's thorough and rigorous monitoring of teaching has a positive impact the quality of teaching and learning and teaching is good.

STANDARDS ACHIEVED

Year 6 results

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

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

All pupils **achieve well**. There are a relatively small number of pupils in Year 6 each year because of the small class sizes and a high number of pupils moving in and out of the school. This impacts results and so they vary from year to year. Fifty per cent of pupils taking the tests in 2003 did not start at the school. The table above shows that national test results in 2003 compared to all schools nationally were very good in English, average in science and below average in mathematics. Taking into account pupils from similar backgrounds, the school's performance was in the top five per cent of similar schools in English. It was very good in science and good in mathematics. The results for 2003 show a significant improvement in English over previous years. All pupils taking the

tests reached the expected Level 4, with a significant number reaching the higher Level 5. The school exceeded the targets set for the number of pupils to reach Level 4 and above in English, but did not meet them in mathematics. Over time, the school's test results are rising at a rate similar to most other schools.

At the end of Year 2, national test results in 2003 were well below average in reading and mathematics and below average in writing. However, they were typical of results found in similar schools. These results were not as good as in previous years. This is partly because a large number of pupils are at an early stage of learning English and the movement of pupils in and out of the school is higher in Years 1 and 2.

Children enter the nursery with attainment that is below that normally found. They achieve well and are on course to reach the early learning goals set for them by the end of the Reception Year.

The inspection evidence shows that currently in Years 2 and 6 in English and mathematics, pupils' attainments are typical of those found in all schools. In science, they are average in Year 2 and good in Year 6. Good teaching enables pupils to achieve well across a range of subjects.

The development of pupils' personal qualities, including their spiritual, moral, social and cultural development, is **good**. Very good relationships between pupils and adults and the pupils themselves help them to develop very positive attitudes to learning and to grow up as confident learners. Throughout the school pupils behave well. Attendance is below average, partly due to families taking holidays at term time.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching is **good** overall and pupils learn effectively. Teaching meets the needs of pupils well whatever their gender, special educational needs or social background. Teachers have good subject knowledge enabling them to provide interesting activities that motivate pupils. Teachers plan very well and engage their pupils effectively in their learning using a range of teaching strategies. Pupils do not always have sufficient opportunities to extend their independent learning and research skills in some lessons. The curriculum is well balanced and enriched effectively by a range of extra-curricular activities. Partnerships with parents are good and parents are kept well informed about their children's progress. The school has very good links with its partner schools through its activities as a Beacon school.

LEADERSHIP AND MANAGEMENT

The school is led and managed **very well**. The headteacher and her senior managers provide very efficient and strong leadership and work together very well as a team. The quality of teaching and learning is monitored very effectively by the headteacher and the co-ordinators so that teachers are supported well. Governors are involved and have a good understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very happy with the way the school is run and the information they receive about their children's progress. They are supportive of the school and assist in their children's learning. The pupils enjoy the school and feel that they are valued and supported.

IMPROVEMENTS NEEDED

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

- Build on the work done so far to provide more opportunities for pupils to develop and use their independent learning and research skills effectively.
- Improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils across the school achieve well overall compared with their starting point. The school successfully helps all to pupils to make good progress with their learning. There is little difference between the standards achieved by girls and boys.

Main strengths and weaknesses

- By the end of Year 6 pupils achieve well in English, mathematics and science: compared with similar schools standards are high.
- Standards at the end of Year 2 are well below average but overall pupils achieve better than those in similar schools.
- All pupils, including the higher attainers, pupils who speak English as an additional language and those with special educational needs, make good progress across the school.

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

Standards in:	School results	National results
reading	14.1 (15.6)	15.7 (15.8)
writing	14.1 (13.6)	14.6 (14.4)
mathematics	15.1 (16.4)	16.3 (16.5)

There were 26 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	28.4 (27.0)	26.8 (27.0)
mathematics	26.2 (28.9)	26.8 (26.7)
science	28.9 (29.2)	28.6 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Across the school, all pupils, including the high attaining ones and those who speak English as an additional language and those with special educational needs, achieve well in all subjects. The school's test results are rising at a rate similar to the national trend.

2. By the end of Year 6, the standards attained in the 2003 national tests were well above average in English, below average in mathematics and average in science. When compared with schools that have a similar number of pupils eligible for free school meals the results are very high in English and science and high in mathematics. The results for 2003 show a significant improvement in English in which all pupils, who took the tests, attained the nationally expected levels for this age and a high proportion reached the higher level. In science pupils' achieved well and a good proportion of pupils reached the higher level. Results in mathematics, however, show some decline. This is because four pupils did not reach the expected level in mathematics, which account for twenty percent. However, most of these pupils attained average standards in English and science. There are a relatively small number of pupils in Year 6 each year because of the small class sizes and high mobility of pupils. This means that there is a significant variation in results from

year to year because each pupil represents nearly five per cent of the overall results in each subject.

3. The national test results in 2003 were not so high at the end of Year 2. They were well below average in reading and mathematics and below average in writing. In comparison to similar schools, however, they were better; above average in writing and average in reading and mathematics. The 2003 results show some decline in all three areas and over the past few years results have not improved as fast as the national picture. This is partly because a large number of pupils in early years speak English as an additional language and are at an early stage of learning English and mobility of pupils is particularly high in Years 1 and 2.

4. The current inspection finds that standards in English and mathematics are average across the school and that pupils achieve well in these subjects. The difference between this judgement and results of the national tests is because each is about different groups of pupils. Standards in science are average in Years 1 and 2 and above average in Years 3 to 6. Again, pupils achieve well when their prior attainment is taken into account. In history and geography, standards are above those expected nationally at the end of both Years 2 and 6. There was insufficient evidence available in art, design and technology and music and, therefore, it was not possible to judge overall provision in these subjects. In religious education, pupils achieve in line with the locally agreed syllabus in Year 2 and above that in Year 6. Standards in information and communication technology and physical education are in line those expected nationally both in Year 2 and in year 6.

5. Assessments of the children when they enter the Nursery indicate that attainment is below average overall. Throughout the Nursery and Reception classes the children make good progress and are expected to reach the nationally recommended goals in all areas of learning. This represents good achievement.

6. In English, there are planned opportunities to develop speaking and listening skills across the curriculum. The good use of focused questioning ensures the active involvement of all pupils during whole-class sessions. Pupils' attainment in reading is tracked and analysed to improve standards. Phonics are taught well from an early age and regular focused reading sessions help pupils to make good progress and achieve well. The school's focus on writing and the regular monitoring of writing assessments are having a positive impact on standards. There are good opportunities for writing in all subjects, such as the recording of results in science, extended writing in history.

7. In mathematics, by the end of Year 2 most pupils have a secure grasp of basic number facts, use a range of metric measures, identify right angles correctly and solve problems involving money and time. In Years 3-6, pupils build on what they have learned. Consequently, with consistently good teaching, standards are above average by the end of Year 6. Pupils use a broad range of strategies to work out answers to problems in their heads. They work accurately with decimal fractions and can translate them into percentages.

8. In science, a thorough and effective approach to teach pupils through investigative activities means that pupils achieve well in this subject and standards are improving further. Pupils apply this knowledge well and carry out investigations. They make predictions before conducting experiments and compare these appropriately with their findings.

9. Pupils of all abilities make good progress in information and communication technology. They work confidently with information and communication technology equipment and on the Internet. Some aspects of the subject such as word processing, graphics and research work are particularly strong whereas control technology is not as well developed and is satisfactory.

10. In religious education, pupils develop a broader understanding of key features of the worlds leading faiths and learn about symbolism in religions. The school community includes pupils from all the major world faiths and this is beneficial in developing an understanding of religious diversity.

11. Throughout the school, pupils who speak English as an additional language achieve well. Pupils with special educational needs also achieve well and progress at the same rate as other

pupils. Key elements in this success are the small class sizes and the appropriately adapted tasks for the needs each pupil. There is no significant difference in the performance of boys and girls.

12. The school sets targets for its pupils and reviews them every term to ensure that they are sufficiently challenging. It exceeded the annual targets set in conjunction with the local education authority for the number of pupils to reach Level 4 and above in English, but did not meet them in mathematics in 2003.

Pupils’ attitudes, values and other personal qualities

Children have very good attitudes to learning and behave well. The school makes good provision for pupils’ spiritual, moral, social and cultural as well as their personal development is good. As a result, pupils become confident individuals. Attendance is well below the national average.

Main strengths and weaknesses

- The school’s approach to managing behaviour is very effective and standards of behaviour are high.
- The provision for personal development is good and children have high levels of self-esteem.
- There is good provision for pupils’ social development which results in very good relationships and a high degree of racial harmony.
- Despite the good work undertaken by the school, attendance levels remain very low.
- Pupils have limited opportunities to take initiatives.

Commentary

13. Children are keen to talk about their school and are proud of it. They are enthusiastic in approaching new activities and are articulate and respectful when talking to adults.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.3	School data	0.7
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.

14. Children like coming to school and most arrive on time. Attendance levels, however, are very low despite the proactive approach taken by the school and the educational welfare officer. There are a significant number of parents who do not ensure their children are attending regularly.

15. Staff have high expectations for behaviour and a clear policy is implemented consistently and fairly. There are a few pupils in each class whose behaviour is challenging but they are managed well. Children are keen to earn praise and rewards, such as stickers and house points, and understand the sanctions for misbehaving. As a result behaviour throughout the school day is good. The school has clear strategies to combat bullying, no incidents of this type were seen during the inspection and children do not think this is a problem. All incidents of poor behaviour are recorded and monitored.

16. The good provision made for children’s personal development ensures that they are confident and have high self-esteem. Pupils’ social and moral development is good. They take on a range of responsibilities in the classroom and carry them out sensibly. Older pupils enjoy being House captains or playground buddies. Pupils have a clear understanding of the difference between right and wrong and learn to share and co-operate well from an early age. They are self-reliant and work well together although there are not enough opportunities for pupils to use their initiative, for example, in research tasks. Many activities, including assemblies and the personal,

social and health education curriculum, support pupils' moral and social development well. The school council is a good example and provides good opportunities for pupils to discuss school rules. Each year the Year 6 pupils plan and host a party for the Reception class which ensures that their positive attitudes and values are passed on to new pupils.

17. Pupils' spiritual and cultural development is also good. Through the religious education curriculum pupils are developing a good understanding of their own and other's cultural traditions. This was seen in a Year 3 lesson where pupils discussed the similarities between their own faiths and that of the Sikh visitor in the class. In this discussion the pupils demonstrated a high degree of respect for the feelings, values and beliefs of others.

Exclusions

There have been no exclusions in the school over the past year.

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	23	0	0
White – any other White background	24	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	22	0	0
Black or Black British – African	31	0	0
Black or Black British – any other Black background	4	0	0
Chinese	3	0	0
Any other ethnic group	7	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 overall quality of education is good. The broad and balanced curriculum, the good quality of teaching and, particularly, the very good use of assessment across the school ensure that all pupils benefit very well from the education system that the school provides.

Teaching and learning

Teaching and learning are good overall. Teaching is very good in the nursery and Reception class and teachers understand the needs of children very well.

Main strengths

- Planning is consistently well-detailed.

- Teachers have high expectations of behaviour and positive relationships and pupils respond well.
- Assessment is very good and used very effectively to chart pupils' progress across the school and promote their achievement.
- Teaching in the Nursery and Reception class is very good.
- There are limited opportunities for pupils to undertake research work and to develop independent learning skills.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	9 (19%)	27 (57%)	11 (24%)	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.

Commentary

18. Teachers generally have good subject knowledge. Since the last inspection, planning has improved and is now detailed. Teachers plan interesting activities which build upon pupils' previous learning effectively and are matched well to individual needs. Links to other subjects are effectively planned to allow pupils to make pupils' learning more meaningful. For example, Year 2 pupils investigating circuits, used the story of 'The Lighthouse Keeper's Lunch' as their starting point to relate learning on electricity to a real situation. Lesson objectives are realistic and clearly explained to pupils so that they know what they are expected to learn and the time they have to complete their work. Teachers know pupils well and actively involve all. In a well planned music lesson, the teacher showed how sounds can be layered before asking individuals to play instruments to the rest of the class. Pupils, including those with special needs, readily joined a group to perform fast and slow, quiet and loud notes. Lessons are conducted in a brisk pace and resources are used well. The teaching assistants have good understanding of their pupils and support them effectively.

19. As a result of positive relationships and teachers' clear expectations, pupils work confidently and make good progress in lessons. In the best lessons, pupils are fully engaged and interested in what they are doing. They behave well because they know what their teachers expect. They are praised for their efforts and feel valued. Pupils share resources well and enter into class discussions, often engaging with a "talking partner". Sometimes they work together on a task, which they do with enthusiasm. However, sometimes opportunities for them to select resources or research materials for themselves are missed. In science, for example, pupils carry out investigations, but are not always able to select the books they might need to help them to find out more.

20. There are very good systems for tracking pupils' progress, especially in English, mathematics and science. Teachers evaluate their lessons and how well pupils do and use this very well for future planning. In all subjects, pupils' work is sampled to track their progress and to identify any significant differences between the performances of different groups of pupils.

21. Pupils have a good knowledge of their learning because they are helped to see how lessons fit together. In English they are involved in their own target setting although this is not extended to other subjects. In their books, teachers' comments tell pupils how well they are doing but do not always tell them how they can improve.

The curriculum

The curriculum provision of the school is good overall. It caters well for the needs and interests of all pupils and is enriched well by a range of extra-curricular activities. The school is an inclusive school.

Main strengths and weaknesses

- Provision for English, mathematics and science is good.
- Provision for pupils with special educational needs is good.
- The curriculum is extended and enriched with a range of sports, cultural and other activities.
- Some of the accommodation is in need of repair.

Commentary

22. All the subjects are taught and meet statutory requirements. The national strategies for numeracy and literacy are taught well and used effectively to develop pupils' knowledge and skills across the curriculum. Skills in information and communication technology are taught appropriately, and its use in other subjects is being developed. Religious education fully complies with the requirements of the locally agreed syllabus. The school provides a good programme for personal, social and health education. This programme includes raising awareness of the benefits and misuse of drugs, and health and sex education.

23. The school is committed to including all pupils in all areas of the curriculum and providing equality of opportunities for all of them. Pupils with special educational needs are well provided in classes. They are fully included in all activities. The support staff makes a significant impact in this area. The special needs coordinator manages the area well and ensures that all pupils receive support to which they are entitled. Pupils with special educational needs are identified early on in their school career, and support targeted to them. Lesson planning includes the needs of all pupils, and support is provided where needed. Pupils with English as an additional language are well provided for and receive support in classes. Gifted and talented pupils are identified and the provision for them is effective. The school also makes effective provision for those transferring to the next stage of education by providing appropriate advice and supporting parents in making decisions.

24. The school enriches the curriculum effectively. There are a range of activities that successfully enrich and extend the curriculum. The school is also used for Saturday schools to further develop pupils' skills and interests. Pupils regularly take part in sports activities and competitions and visit art galleries and museums. Coaching for sports is available for those who want it. Local clubs such as Chelsea Football Club and Surrey Cricket Club are involved in this. Trips outside the school are an important part of the curriculum. Pupils in Year 6 go on a residential trip to the Isle of Wight, and Year 1 pupils visit a village in Kent.

25. Information and communication technology skills are appropriately taught in lessons in the computer room. New initiatives have been introduced, including placing computers in all classes and a collection of laptop computers to help support other subjects. Because they are new, these have yet to make a significant impact on learning.

26. The quality and quantity of accommodation and resources is satisfactory overall. The accommodation is spacious and well decorated with attractive displays. The playground is adequate and well used, but its steep slope detracts from some sporting activities. The school has made great efforts to ensure that it is enhanced with plants, trees and seating areas. However, some aspects of the building need repairing. A number of windows and doors do not shut properly. Resources are adequate to deliver the curriculum effectively and teachers use what the school has successfully. The school is very well staffed and has a good range of skills and expertise amongst both teaching and support staff. Effective curriculum planning ensures that when newly appointed teachers are able to adopt the teaching programmes quickly. As a result of its Beacon status, the school makes a significant contribution to professional development of teaching staff, both within the school and across the borough.

Care, guidance and support

The school's procedures to ensure the students' care, welfare and health and safety are effective. The relationships between pupils and adults are strengths. Pupils have a voice in the running of the school.

Main strengths and weaknesses

- Each child is well known as an individual by staff and relationships are very positive.
- The school council allows pupils to consider how they would like the school to develop.

Commentary

27. A health and safety policy, with procedures for risk assessments, is in place and action is taken promptly to address any issues in this area. Child Protection procedures are clear and staff are fully aware of them. There is appropriate coverage for First Aid and detailed records are kept of any accidents.

28. Each pupil is known and valued by staff as an individual and this has a positive impact on their academic and personal development. Assessment procedures in the core subjects are very effective and pupils receive good advice and encouragement on how to improve. Strategies such as the work of the learning mentor and the deployment of pupils as playground buddies mean that more vulnerable pupils are supported well through the day.

29. Induction procedures into the nursery, into Reception and for any children who arrive at the school later are good. By the time of the inspection, early the academic year, all new children appeared very settled in their environment. Pupils leaving the school are prepared well for the next stage of their education.

30. The school council plays an integral role in the life of the school and meets every fortnight. Each class has a council so that all pupils can discuss the work of the school council. The school council interviews pupils who want to become playground buddies and it is currently reviewing the school rules and the behaviour policy. As a result the school takes account of pupils' views very effectively and given them a voice in running the school.

Partnership with parents, other schools and the community

The relationship the school has developed with parents is effective. The good links forged with the community and other schools are enriching the learning experience of children and assisting in the development of the curriculum and staff professional development within the school.

Main strengths and weaknesses

- The school is working hard to involve parents in its work.
- There are very good links with other local schools which enhance the educational provision offered by the school.

Commentary

31. Parents receive good information about the work of the school, and of the curriculum, through newsletters, a detailed prospectus and leaflets about topics such as reading and writing. Termly consultation evenings and detailed annual reports give parents a good understanding of the progress of their children. Parents are invited to join a group that meets weekly to discuss the curriculum issues such as literacy or numeracy and sessions on 'Positive Parenting' are run for parents, especially for those who are less aware of the British education system. A new Parent Teacher Association has been formed and has raised money to help buy extra playground

equipment. The vast majority of parents are supportive of the school and assist in their children's learning.

32. The school makes good use of the local community to enhance the curriculum by visiting local places of worship and the fire station. During the inspection Year 3, for example, pupils had the opportunity to learn about Sikh religion from a visitor from the local Sikh community.

33. The school has Beacon status and, therefore, has good contact with a number of other local schools. This drives the curriculum forward and assists in staff development. As part of this, the school recently hosted a Gifted and Talented day on behalf of the local education authority. A music school and a numeracy school take place on Saturdays and are attended by pupils from West Hill School and other local primary schools. Pupils participated in and won the Primary Science and Technology Challenge in March. There are good sporting links with other schools through involvement in local football and netball leagues and pupils attend trampoline and swimming sessions at a local secondary school.

LEADERSHIP AND MANAGEMENT

The school is led and managed very well. The governing body ensures that statutory duties are fulfilled and supports the management of the school effectively.

Main strengths and weaknesses

- The headteacher gives strong leadership and promotes good professional development for all staff.
- Leadership of the curriculum co-ordinators in curriculum development and the monitoring of the teaching and learning is very effective.
- Performance management is linked well to the staff development and the school's Beacon status strengthens its good practice.
- Governors have a secure understanding of the strengths and weaknesses of the school.
- Financial resources are used well to raise pupils' achievement.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	850,075	Balance from previous year	87,000
Total expenditure	725,510	Balance carried forward to the next	124,565
Expenditure per pupil	3312		

Commentary

34. The headteacher gives strong leadership and a clear educational direction. She is supported very well by the deputy headteacher, the subject co-ordinators and other staff in raising standards and leading the school forward. The school's role as a Beacon school has enabled the subject co-ordinators to play a very effective role in developing the curriculum, in the monitoring of the teaching and learning and in providing very good in-service training for its own staff as well as for those in its partner schools. Thorough, systematic and very effective procedures have been introduced to monitor the work of staff, to evaluate the impact of action taken and the effectiveness of the school. The regular observation of teachers, the scrutiny of their planning and an analysis of pupils' work have contributed to the identification of strengths and areas for improvements. The analysis of test and other data is also being used with increasing rigour to identify weaknesses from which effective action has ensued. The headteacher, who joined the school two years ago, leads the staff very effectively, working as a team with her experienced senior managers. Together they maintain the school's Beacon status and provide a safe, happy and stimulating learning

environment. An effective system for performance management, well linked to the staff development has been implemented successfully across the school and is having a positive impact on pupils' learning and achievement.

35. The governing body fulfills its responsibilities and is involved closely in shaping the school's future. The governors to have good oversight of the work of the school, a secure understanding of the school's strengths and the steps needed to eliminate any shortcomings.

36. Financial planning and the allocation of funding are used effectively to support the main priorities identified in the school improvement plan. The school improvement plan involves the ideas and priorities of staff and governors and is used well to target time, money and resources towards the identified areas for development. Money available to the school is targeted carefully to ensure pupils at the school benefit from it. Income generated from the school's lettings has been used well to improve accommodation. The large carry forward, as shown in the table above, was accumulated over two years for the building work, which has just been completed and the development of information and communication technology.

37. The provision for pupils with special educational needs is very well managed and support staff are well trained. Statutory requirements are fully met, and the inclusion of all pupils with special educational needs in the life of the school is very good. The small amount of money received as the ethnic minority grant is used appropriately. The school has maintained its good work since the last inspection and is well placed to secure further improvements. It provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

When they begin school, children's skills are below those expected in most areas of learning. By the time they start Year 1, most children are likely to reach the nationally recommended early learning goals expected for their age and some exceed them. This is due to very effective teaching and a very good match of activities to children's needs, which has an impact on children's learning. Very good management and planning ensures that all staff has a clear sense of direction and are well informed. There are very good systems for tracking how well children are doing. Resources are very well used.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths

- Very good teaching through positive relationships.
- A very good range of activities designed to encourage independence.

38. Children start school with varying personal and social skills. Very good teaching leads to good progress so that by the time they leave Reception class most children are well on their way to reach the learning goals expected for their age. Children work in a happy, purposeful and colourful environment where learning is fun. Staff praise them for their efforts and contributions and they become confident about themselves. There is a very strong sense of belonging and high expectations of behaviour. Staff are very aware of individual needs. As a result, activities are designed to entice children to participate and make their own choices. They mix with others and share equipment. With growing confidence, children contribute to class activities, work together and accept responsibility such as helping at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths

- Strong focus on speaking and listening skills.
- Attractive areas and a good supply of books that nurture children's interest in reading.

39. By the time they leave Reception, most children are likely to reach the expected learning goals for their age and some are competent in writing independently, using key words and punctuation. Many come to the nursery with poorly developed speaking skills but very good teaching ensures that the planned activities give children the chance to become involved, to hear new words and to talk about what they are doing. For example, during the week of the inspection, younger children in a doctor's surgery, dressed as doctors and nurses, listened to their teacher explain her symptoms and joined in the role-play with enthusiasm. In the outdoor play area, children have the opportunity to develop listening and speaking skills through group activities like mixing milkshakes and ice creams or making chocolate rice cakes. Attractive and comfortable reading areas encourage an interest in books. Children listen to stories and handle books with care. In the Reception class, they identify favourite stories and talk about them, recalling main facts. A daily 'challenge' encourages children to write their name and use pencils and paint to form letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths

- Learning in mathematics is linked well to other activities.
- Activities are well structured so that make good progress.

40. Half-termly themes, such as Colour or The Alphabet, link children's learning in mathematics to other activities. For example, when children learn about the letter "e" and read the story of Elmer, good teaching links this to their learning in mathematics; so they sort and count elephants according to size, name colours and sequence the events of the story. Well structured activities lead to matching, sorting and identifying patterns. Children count while threading coloured tubes to make a necklace, play in the class greengrocer's shop or make sandwiches, selecting the right number of cucumber and tomato slices. As children progress they recognise and write numbers to five and 10. By the time they leave Reception class most are likely to reach standards expected for their age and some exceed them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths

- The immediate surroundings are used well to enrich children's learning.

41. Children become familiar with the immediate school surroundings and follow instructions to find their way around. Using sand and water, they explore and satisfy their curiosity about how things feel. They observe what happens to chocolate when it melts. Good teaching relates children's learning to the world around them. When looking at the colour white, they learn about where polar bears live and look at foods that are white. During the week of the inspection, teachers had organised a visit by a police car. When children learn about red, they know about ladybirds and fire engines. They are aware of a frog that lives in the small nursery pond. Teachers arrange picnics and visits to the library to introduce children to new environments. By the time children leave Reception, they know about the parts of the body and days of the week. They develop an interest in information and communication technology and perform simple functions. They are likely to achieve the expected learning goals in this area, by the time they start Year 1.

PHYSICAL DEVELOPMENT

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

Main strengths

- The outdoor areas support learning well.
- Effective involvement of staff.

42. A large self-contained outdoor area allows all children to participate in a range of activities, which makes a positive contribution to their physical development. They climb apparatus, run and jump and follow floor patterns. They push and pedal vehicles with increasing control and manoeuvre them into numbered parking spaces. Children share equipment with others and learn to use space efficiently. Good teaching and the involvement of all staff, ensures that staff monitor children's involvement well and engage them in role-play to extend their experiences. Indoors, children use construction kits and tools when cutting out and fixing. When they use the hall, children in the Reception class become aware of space and how to control their movements. Children are well on their way to reach the learning goals in this area.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths

- Well structured role play promotes children's creative development well.

43. Effective teaching in this area ensures the involvement of all. In stimulating play areas like the Three Bears Cottage or when dressing up, children play imaginatively, sometimes alone and often with others. Those not involved are encouraged to do so and although some prefer to watch the activities, many respond to teachers' questions such as "Who will drive the ice cream van today?" or "Can you make me better, doctor?" Children sing favourite songs and enjoy showing others how they can make low and loud sounds with instruments. The Reception class attend singing assembly with older children, when they learn to join in. Children paint pictures of themselves and characters from books. They work together to produce large class pictures and learn well to use cardboard, paper and paint to make models. The vast majority of children are achieving well in this area of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are improving across the school.
- The quality of teaching and learning is good and pupils achieve well.
- Basic skills are taught well.
- Literacy skills are taught well across the curriculum.
- The assessment, monitoring and tracking of pupils' progress is very good.
- Research skills are insufficiently developed.

Commentary

44. Standards in English are improving due the school's emphasis on developing pupils' skills in all aspects of this subject. This evident from the 2003 test results where 95 per cent of pupils reached the expected levels, with a high proportion reaching higher levels (Level 5). This represents very good achievement. There have been some variations year by year because of the small groups of pupils in each year and the abilities of particular groups of pupils.

45. The inspection found that all pupils, including those with English as an additional language, pupils with special educational needs and higher attaining pupils, achieve well. Standards in speaking and listening match those expected in Years 1 and 2 and in Years 3 to 6. Teachers use subject related vocabulary in all lessons and ensure that pupils understand the meaning of the words used. Pupils listen carefully to each other and to adults, and respond very well to questions and discussions. This was evident in a literacy lesson in Year 5, when pupils listened intently to a play to find out the features of play-scripts, differentiating them from stories. Teaching assistants give good support to groups of pupils, and all pupils have equality of access and opportunity to the curriculum. The good use of focused questioning ensures the active involvement of all pupils during whole-class sessions.

46. Standards in reading match those expected in Year 2 and in Year 6. Pupils' attainment in reading is tracked and analysed to improve standards. Phonics are taught well from an early age and regular focused reading sessions help pupils to make good progress and achieve well. Adults hear pupils read individually three times a week, and parents are expected to hear their children read four times each week. These strategies are instrumental in the good progress made by most pupils.

47. Standards in writing match those expected in Years 1 to 6 and are improving. The school's focus on writing and the regular monitoring of writing assessments are having a positive impact on standards. Pupils in a Year 6 literacy lesson drew on their knowledge of play-scripts that they had recently studied, such as 'Macbeth' and write their own response evaluating the ways in which characters are used by different authors to create a dramatic effect on readers. In a Year 5 lesson, pupils successfully identify the features of play-script and write their own, paying appropriate attention to stage directions and punctuation. There are opportunities for writing in all subjects, such as science, history and religious education.

48. The presentation of pupils' written work is good. Pupils' spelling is good. The systematic teaching of phonics, together with the practice of learning weekly spellings in all classes has a positive effect on standards. As pupils progress through the school, they use a range of complex spelling patterns, and their vocabulary choices become more imaginative and precise. Handwriting becomes increasingly joined, clear and fluent, as pupils mature.

49. The quality of teaching and learning is good, overall. The strengths of teaching are very good planning, effective teaching methods, the encouragement and engagement of pupils and the effective use of resources. These have a positive effect on raising standards. Homework is used well to support and extend learning. Thorough and constructive assessment and the monitoring and tracking of pupils' progress contributes to pupils' good achievement and enables individual needs to be addressed.

50. Strong leadership, very effective management, a sense of purpose and high aspirations by the subject leader and key staff provide a model for all staff and pupils. The curriculum is enriched by book days, book fairs, visiting authors, storytellers and school productions. Resources for the literacy hour are good, but the libraries are insufficiently resourced to enable the full development of pupils' research skills and higher order skills. Information and communication technology is used well, in literacy, to support writing and spelling.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

51. The National Literacy Strategy has been implemented well and provides a structure for the progressive development of pupils' reading, writing, spelling, speaking and listening skills across the curriculum. Resources for the literacy hour are good and help teachers to deliver the elements of the strategy efficiently. Additional literacy support, by teachers and trained teaching assistants, where needed, leads to improved standards.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The teaching of mathematics is good across the school.
- Most lessons are well planned and interesting.
- The use of other subjects to support teaching in mathematics is good.

Commentary

52. Standards in mathematics are in line with to the national average for pupils in Year 2 and Year 6, as observed from work in lessons and pupils' books. This represents a satisfactory improvement since the last inspection. Pupils join the school with attainment below average in the subject. As a result of good teaching and an effective curriculum, they make good progress overall across the school. Results in the national tests in 2002 were well above average. The 2003 results show decline in standards. This is, partly because of the small class size which means that results vary considerably from year to year. Lessons are planned to meet the needs of all pupils in the class, including those with special educational needs and English as an additional language. Support is given where needed, either from teachers or from support staff. Teachers use questioning effectively to challenge their pupils and involve children in lessons to explain their understanding of topics.

53. The quality of teaching and learning are good overall, with one very good lesson. In the better lessons, there is a good pace and teachers question pupils well, challenging them to think. Pupils are encouraged to explain their ideas to the rest of the class, to show they have understood what they have learned. Lessons also include interesting practical activities which interest pupils. As a result of the effective teaching, pupils learn well and enjoy mathematics. In the less strong lessons, pupils are not sufficiently involved to maintain their interest. Skills are developed systematically across the school. In Year 1, pupils were learning to do sums with numbers up to 10. By Year 6, the more able pupils were learning how to multiply two and three digit numbers. In Year 2, they were learning about the properties of shapes and use information and communication technology to help with this. By Year 4, they were learning how to calculate the perimeter of regular

shapes. Pupils in Years 3 to 6 are taught in ability sets across the school. The lower ability pupils, particularly, are supported well and given work that is clearly matched and suited to their needs.

54. Leadership and management of the subject are very good. The co-ordinator has a very good grasp of her role and undertakes it very well. There is a subject policy and scheme of work based on national guidelines. The assessment system is effective so that teachers know where their pupils are with regard to progress in the subject and can plan appropriate support. This ensures effective curriculum planning. Resources for the subject are appropriate to deliver the curriculum, and specialist equipment needed can be purchased. There is some use of information and communication technology to support learning in the subject, but resources in this area are limited. The co-ordinator has plans to develop this in the near future. Although pupils have opportunities to undertake mathematical investigations, there are few opportunities for them to devise their own investigations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching.
- Scientific enquiry developed through investigational work.
- Effective leadership and management.
- Teachers' marking does not always extend thinking.

Commentary

55. Consistently good teaching and rigorous analysis of results have ensured that good standards in science have been maintained over time. By the end of Year 2, pupils reach standards expected for their age. They engage in simple investigations and predictions. They label and name parts of plants and know about healthy food, while the more able look at life cycles. Pupils write about their observations and evaluate their work. They record surveys on favourite foods and make simple circuits in work on electricity. By the end of Year 6, standards are above those expected nationally. Pupils know about the need for a fair test and which variable can be changed. Using keys to organise their work, they classify groups of living things and recognise variety. They study food chains and know the terms *predator* and *prey*. More able pupils identify food webs and explain the impact of environmental change on habitats. Pupils use numeracy and literacy skills when they produce graphs showing the results of investigations or write about their observations and findings. Some carry out internet research in school and at home to further their scientific knowledge.

56. Pupils engage in plenty of investigational activities which they enjoy. Year 1 pupils plant cress on different surfaces to see if it will grow. Year 2 pupils predict what will happen when they test a variety of materials. Year 4 pupils find out how exercise affects their body and recognise changes in breathing and heart rate. Year 6 pupils carry out investigations on light sources and represent their findings in graphs. This investigational approach provides first hand experience, allows pupils to work together and promotes scientific enquiry.

57. Teaching is good. In the best lessons seen, teachers build upon previous learning and check understanding before introducing new aspects. In a lesson on circuits the teacher reminded pupils about torches they had made and demonstrated how they worked before moving on to develop a test on circuits. Teachers explain what pupils are going to learn and tell them how long they have to complete their work, drawing the class together at intervals to share findings. Subject knowledge is good and there is sufficient use of scientific vocabulary which is an improvement since the last inspection. This means that pupils learn to use key words and apply them in their work. Teachers' planning is very good. It matches the needs of individuals very well, although sometimes there is insufficient challenge for more able pupils. Lessons are very well resourced. In some

cases, pupils use CD ROMs and websites to further their learning but opportunities to select their own resources and gain independent access to research materials and books are limited.

58. The management of science is very good. The very enthusiastic and well informed co-ordinator has a good vision for further developments in science. There are very good systems for checking pupil progress which is used to inform what happens in lessons. Marking in pupils' books does not always extend thinking or tell pupils how they can progress. The co-ordinator recognises this and is already discussing strategies for improvements with staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Effective development of pupils' skills with information and communication technology.
- Effective subject leadership.
- Limited use of classroom based computers.

Commentary

59. Standards in information and communication technology are close to the national average across the school. The school has made good progress in this area since the last inspection when it did not comply with all the statutory requirements. It has also worked hard to improve resources across the school. Throughout the school, pupils have regular access to information and communication technology facilities in the computers suite. They work well on these resources and benefit from the current arrangements, using them effectively to develop their skills. However, the classroom computers are not always used to their full extent. Pupils in some classes have limited opportunities to practice what they have learned in class and use it to support work in other subjects. In Year 2, pupils were learning to add text to a picture. By the time they reach Year 6, pupils can create effective pictures, use the internet and create multimedia presentations. They are able to create work that incorporates images, photographs and text. In one effective lesson, pupils were learning to change a room plan on the computer, in another, they were learning how to correct their spellings. The teachers have sufficient knowledge to teach the subject effectively. They use the facilities they have well, but it is difficult for them to demonstrate skills in a way that the whole class can see them easily. Where support staff are available, they help with monitoring and support in the computer room. Pupils with special educational needs and those with English as an additional language are appropriately supported in class and make good progress.

60. Leadership and management of the subject are good. The subject co-ordinator has good subject knowledge and uses it well. However, she has to undertake technical maintenance tasks, although no time has been allocated for this. An assessment system has been introduced. Some teachers still lack confidence in the use of the computers, either for teaching or for administration. Resources are adequate for delivery of the subject and have been greatly improved recently.

Information and communication technology across the curriculum

61. The use of information and communication technology across the curriculum is satisfactory overall. A new set of portable computers is creating possibilities for further use in classes. At the time of the inspection, their network connections were not working so they were not being used to their full extent. There are some opportunities to use information and communication technology for display work or to create graphs. These opportunities are not yet planned to benefit pupils across the curriculum. Information and communication technology is also used satisfactorily to support some pupils with special educational needs.

HUMANITIES

62. In humanities, only two lessons were seen in history and no lessons were observed in geography. Pupils' work and displays around the school indicate that standards are above average.

63. In **history** pupils achieve well across the school. The school has made good progress in development of the subject since the last inspection. The quality of teaching and learning seen was good overall, with one very good lesson. However, no lessons were seen with pupils in Years 1 and 2. Dramatic role play is used to good effect in some classes. In Year 6 pupils were role playing the effect on families of rationing in World War 2. In another class, video was being used to help the pupils learn about historical evidence. The school also uses display work well to promote learning in history.

64. Leadership and management of the subject are satisfactory. There is a subject policy and a scheme of work based on national guidelines. There are adequate resources for delivery of the subject, including books and posters. There is an assessment system in place so that teachers know how well their pupils are progressing. Pupils with special educational needs and with English as an additional language receive suitable support and make good progress in the subject. There is some use of ICT to help learning in the subject. One planned lesson where pupils were due to investigate using the internet had to be re-scheduled due to the equipment malfunctioning. Work in history contributes to learning in other subjects. One class had learned about Andersen shelters, and had constructed a full size one in the classroom and smaller models. They had also looked at the effect of rationing on diet and how this might affect health.

65. The school has made satisfactory progress in developing **geography** since the last inspection. Pupils achieve well in the subject and make good progress across the school. No judgements were made on the quality of teaching, but work in books indicates that learning seen was good overall. Pupils in year 6 benefit from a residential trip to the Isle of Wight, where they learn about life in a contrasting region. They had also investigated about places to go on holidays in different continents and looked at the climate. In Year 5, pupils had compared climates in different regions and looked at how it affected the way of life. They had looked at how climate affected the Inuits, what it was like in monsoon and desert regions and made good quality comparisons.

66. In Year 2, pupils had compared life in Wandsworth with the Isle of Coll and looked at how the River Thames is used. Pupils in Year 1 had drawn high quality maps of the area and visited a small village for comparing with their local area.

67. Leadership and management of the subject are satisfactory. There is a subject policy and a scheme of work based on national guidelines. There is an assessment system which enables teachers to know how well pupils are achieving. Resources are adequate for delivery of the curriculum. There is a suitable range of books in the library and posters on different geographical aspects. Pupils with special educational needs make good progress in the subject. Pupils with English as an additional language make the same progress as other pupils in their class.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths

- Good teaching positively promotes the understanding of Christianity and other faiths.
- Enriched curriculum through visits and visitors.

Commentary

68. By the end of Year 2, pupils reach standards expected for their age. They identify precious things and special places for themselves and others. They hear Bible stories and learn about the life of Muhammad. Festivals such as Christmas and Diwali are celebrated. By the end of Year 6,

pupils exceed expected standards. They write thoughtfully, many in expressive detail, when retelling the Shepherds' Story. They respond with feelings when listening to Handel's Messiah. Through a good understanding of customs and faiths, pupils develop empathy with others and display a sensitive approach to their learning. Imaginative teaching captures pupils' enthusiasm for learning and they achieve well.

69. Teaching is good. Teachers engage pupils in class discussions to recall visits they have made and offer opinions. Pupils are encouraged to think about their feelings and understand the views and values of others. In a Year 6 lesson pupils had heard the story of The Good Samaritan. Based upon the Golden Rule of 'love thy neighbour' they planned their own story on helping others. The lesson began with a brainstorm of ideas, allowing pupils to discuss the morals of the story and how it related to modern living. As a result pupils commented "give, and love will come back", "make people feel comfortable". Their thoughtful stories suggested ways of helping people and used language such as "dilemma" and "revenge".

70. Teachers effectively link pupils' learning to other subjects such as music and art. Visits to places of worship develop a good understanding of local religious traditions. During the inspection, Year 2 pupils were doing follow-up work on a recent trip to the nearby mosque which inspired such comments as, "Inside, I felt fine because it was calm". Year 3 pupils received a visit from a Sikh who they respectfully questioned about his faith.

71. The subject is well led. Teachers receive clear guidance on work to be covered. The co-ordinator has devised a scheme based upon the local agreed syllabus and other sources which provides a good balance between the study of Christianity and other faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. No lessons were seen in **art and design** and **design and technology**. It is, therefore, not possible to make a firm judgement on provision. Teachers' plans were studied and discussions held with pupils about what they learnt in these subjects. In music only two lessons were seen. Singing in the assemblies, scrutiny of planning, lesson observation and discussion with Year 6 pupils indicate that provision is satisfactory.

73. In **art and design** teachers' planning, displays of some art work and discussions with pupils indicate that an appropriate range of art work are planned and pupils enjoy an interesting range of activities in this subject. Displays show pupils experience in sketching, drawing and paintings, such as sketch of Iron Man by Year 6 and portraits of Henry the VIII by Year 5. Pupils have the opportunity to experiment with different styles of painting in the sessions with an artist in residence. There are good links with other subjects, such as drawing of human body in science and Greek vases in history.

74. In **design and technology** teachers' planning suggests appropriate coverage of the subject over the years. Previous examples of work were available, but Year 3 pupils were seen to be preparing to make models during the inspection. Teachers planning suggest good links with other subjects through which a part of the subject is delivered.

75. In **music** pupils across the school sing with enjoyment tunefully and with some expression. Even the youngest children, in school for only a few weeks, are eager to join in. Year 2 pupils enjoy playing a range of untuned instruments to their class. When composing lyrics, Year 4 pupils identify rhythm and tempo in rap music, which they do with enthusiasm. Year 6 pupils explore and organise sounds and are keen to play a recording of their musical efforts. Planning shows that essential elements of the music curriculum are covered, often linked to work in science, art and religious education. Pupils respond to the impact of music by Handel and listen to the work of Vaughan Williams, Elgar and Beethoven. They sing and perform in class assemblies, Harvest Festivals and Christmas productions. Year 4 pupils have the opportunity to learn to play the recorder. The school receives visits from music groups and plays host to the Wandsworth Centre for Young Musicians.

Physical Education

Provision in physical education across the school is **satisfactory**.

Strengths and weaknesses

- Effective use of sports coaches to develop skills.
- The steep slope of the playground makes games difficult.

Commentary

76. Standards in the subject are in line with the expected level and pupils achieve well across the school. Progress in the subject is satisfactory since the last inspection. Only three lessons were seen and teaching and learning were good overall. The teachers plan well and have good relationships with their pupils. They choose appropriate activities and manage them effectively. Pupils enjoy their lessons and work well. The lessons were seen in both games and gymnastics. The school provides a full curriculum including dance, athletics and pupils in Year 5 have swimming lessons. Pupils learn gymnastics well by working in pairs to link a series of stretches and practise and learn football skills outside regularly.

77. Leadership and management of the subject are satisfactory. There is a subject policy and a scheme of work based on national guidelines. There is an appropriate assessment system which enables teachers to know how well pupils are achieving. Resources are adequate for delivery of the curriculum. The playground is of a good size, but its steep slope makes teaching aspects of the subject difficult. There is no field close by for games lessons. Pupils with English as an additional language make the same progress as other pupils in their class.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Only one lesson was seen in this area and, therefore, no judgements are made about overall provision. The school provides an appropriate programme for personal, social and health education. This programme includes raising awareness of the benefits and misuse of drugs, sex and relationships education. This helps pupils to understand the importance of their contribution to society and how to stay safe in and out of school. Pupils take full part in the school council and grow up to be confident learners. Many activities, including assemblies and the school council activities enhances the PSHE curriculum.

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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).