

INSPECTION REPORT

DURAND PRIMARY SCHOOL

Stockwell, London

LEA area: Lambeth

Unique reference number: 100635

Headteacher: Mr G Martin

Lead inspector: Mrs T Chakraborti

Dates of inspection: 29 September–2 October 2003

Inspection number: 260908

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3–11 years
Gender of pupils:	Mixed
Number on roll:	718
School address:	Hackford Road Stockwell London
Postcode:	SW9 0RD
Telephone number:	020 7735 8348
Fax number:	0020 7793 0605
Appropriate authority:	The governing body
Name of chair of governors:	Mr Jim Davis
Date of previous inspection:	9 November 1998

CHARACTERISTICS OF THE SCHOOL

This is a large mixed primary school. The school represents an ethnically and culturally diverse community. The majority of pupils are from Black British African and Black British – Caribbean background. There are ten refugee pupils and one traveller pupil currently. A high proportion of pupils have English as an additional language, but the vast majority of them are fluent in English. The main languages spoken, other than English, are Somali and Turkish. Most pupils are from economically disadvantaged backgrounds and the number entitled to a free school meal is well above the national average. The proportion of pupils identified with special educational needs, including Statements, is above the national average and they have a wide range of special needs. There is a high turnover of pupils each year. Overall attainment on entry to the school is below average. The school has been awarded the DFEE 'Achievement Award' and has Beacon status.

The school is on two sites - Durand site and Mostyn site. Mostyn site was a separate school, taken over by Durand about four years ago owing to the local education authority's reorganisation of schools. Since then, owing to organisational and financial disagreement, the amalgamation has not been smooth. As a result, accommodation in Mostyn site is not as good as on the Durand site, even though the school has improved the site significantly in last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	Information and communication technology English as an additional language
9405	Jo Philbey	Lay inspector	
11901	Pat Lowe	Team inspector	English Geography History
12764	Ken Watson	Team inspector	Mathematics Music Physical education Religious education Special educational needs
7336	Lindsey Howard	Team inspector	Science Art and design Design and technology Foundation Stage

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, which is serving its pupils well and gives good value for money.

Pupils achieve well. Effective leadership and management and teaching are leading to above average standards in English and mathematics and high standards in science by the end of Year 6. Relationships are very good and pupils care greatly for each other.

The school's main strengths and weaknesses:

- By the end of Year 6, pupils achieve very well in English, mathematics and science and their standards are much higher than those in similar schools.
- The quality of teaching is good across the school, particularly in English and mathematics.
- Pupils have very good attitudes to learning, are proud of their work and present it very well.
- Pupils are very willing to take on responsibilities and behave well.
- Leadership and management are good. Good strategic planning promotes further improvements.
- Pupils have limited opportunities for taking initiatives and developing independent learning skills.
- Attendance is below the average and the monitoring procedures are unsatisfactory.
- Parents are not sufficiently involved in their children's education.
- Provision in design and technology is not satisfactory.

The school has made good improvement since the previous inspection in 1998 in addressing most of the key issues identified in the inspection report. Standards in information and communication technology are now in line with the national expectations. The governing body is appropriately involved in the strategic planning and ensures that legal obligations are met. However, some weaknesses remain: attendance is not promoted well enough; parents receive good quality information about their children's progress but they are still not sufficiently involved in their children's learning.

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	C	C	A
Mathematics	C	A	B	A*
Science	B	A	A*	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 6.*

All pupils **achieve well** in English, mathematics and science. Pupils do very well between Years 3 and 6 and, as a result, achievement at the end of Year 6 is very good. The school is exceeding the challenging targets set in English and mathematics. The table shows that in 2002 pupils achieved high standards in science at the end of Year 6 and were within the top five per cent nationally. Their results are above average in mathematics and average in English. In comparison to those of similar schools, results are in the top five per cent nationally in mathematics and science and well above average in English. The results for 2003 indicate a similar pattern, with many pupils reaching high levels, particularly in mathematics and science. Test results are rising at a rate similar to the national trend. At the end of Year 2, national test results were below average in reading and writing and average in mathematics.

Pupils achieve well in the Nursery and Reception to reach the expected goals in all areas of learning, except physical development, where their achievement is hampered by lack of suitable outdoor provision. However, the school is in the process of improving the outdoor provision.

The current inspection finds that standards in English have improved further and are now average in Years 1 and 2 and above average in Years 3 to 6. Standards are above average in mathematics and well above average in science at the end of Year 6. They are average in both mathematics and science at the end of Year 2. Pupils also achieve well in history and geography. The provisions in history in Year 2 and in art and design and technology are satisfactory. The provisions in design are unsatisfactory.

The development of pupils' personal qualities is good. Their moral and social development is good and their spiritual and cultural development is satisfactory. Very good relationships between pupils and adults and amongst pupils themselves help pupils to develop confidence and self-esteem. Pupils have very positive attitudes to learning and behave well. They are interested in their studies and are keen to do well. Attendance is below average, mainly due to families taking holidays during term-time. Procedures for promoting good attendance are not satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall and pupils learn effectively. Teaching is consistently good in English, mathematics and science. Literacy and numeracy skills are effectively taught, and pupils successfully apply their skills in most other subjects. Teaching meets the needs of all pupils well whatever their gender, special educational needs or social background. Teachers generally have good subject knowledge and provide pupils with interesting and challenging activities that motivate them. Planning is generally good; pupils' progress is tracked very effectively in the core subjects. Pupils do not always have enough opportunity to learn for themselves and develop independent learning skills.

The curriculum is broadly balanced and is enriched effectively by a range of extra-curricular activities. Partnership with parents is satisfactory overall. However, although parents are kept well informed about their children's progress, they are not sufficiently involved in their children's learning. The school does not have a system to involve pupils effectively in the work of the school through seeking, valuing and acting upon their views. The school has a good system for ensuring its pupils' care, welfare, health and safety.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides very good leadership and ensures that the quality of teaching and learning is monitored consistently and effectively so that newly appointed teachers are supported well in their teaching. Governors are well involved in the work of the school and have good understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Many parents hold the school in high regard; they report that their children are happy to come to school. They appreciate the commitment of the headteacher and his staff and what the school seeks to achieve for their children. A significant minority of parents, however, are unhappy that they are not actively involved in the life of the school and that their views are rarely sought. The school, whilst recognising parents' concern, feels that in the interest of security there should be a restriction to any adult without an appointment coming into the building. Pupils enjoy the school but would appreciate the chance to be more involved when certain decisions are being made about school life.

IMPROVEMENTS NEEDED

The most important things the school should do to improve:

- Increase opportunities for pupils to take initiatives and develop independent learning skills.

- Improve attendance and its monitoring procedures.
- Ensure that parents are more effectively involved in their children's education.
- Improve the provision in design and technology.

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. Boys and girls perform at a similar level.

Main strengths and weaknesses

- Pupils achieve very well in English, mathematics and science at the end of Year 6.
- Standards in information and communication technology have improved and are now average.
- Pupils with special educational needs make good progress.
- Standards in physical development in the Foundation Stage and in design and technology are below the expected level.

Commentary

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

Standards in:	School results	National results
English	26.9 (26.7)	27.0 (27.0)
Mathematics	28.1 (29.5)	26.7 (26.6)
Science	30.3 (30.4)	28.3 (28.3)

There were 88 pupils in the year group. Figures in brackets are for the previous year.

1. 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 except their physical development. Children do not make enough progress in physical development and are not meeting the learning goals, because of unsatisfactory provision.
2. Standards are generally above average and achievement is good in Years 1 and 2 and very good in Years 3 to 6. By the end of Year 6, the standards attained in 2002 national test were average in English, above average in mathematics and well above average in science, being in the top five per cent nationally. When compared with those of schools that have a similar number of pupils eligible for free school meals, standards were very high in mathematics and science and well above average in English. The results were similarly high in relation to these pupils' prior attainment. The national test results were not so high at the end of Year 2; they were below average in reading and writing and average in mathematics. In comparison to those of similar schools, however, they were much higher: above average in reading and writing and well above average in mathematics. In Teacher Assessments in science, standards were well below average. The national test results for 2003 show further improvement in English and mathematics and equally high standards in science, at the end of Year 6. In all three subjects the proportion of pupils reaching the higher level (Level 5) is above the national average, the half the pupils achieving Level 5 in science.
3. The current inspection finds that standards have improved in English across the school and in science in Years 1–2. Standards are now average in English and science in Year 2 and above average in English in Year 6. Attainment in mathematics has been maintained at the similar level, being average in Year 2 and above average Year 6. Standards in science remain high and are well above average for the current Year 6. Standards in information and communication technology (ICT) are in line with those expected nationally and pupils are achieving well in this area. In religious education pupils attain standards that are in line with the

locally agreed syllabus. Standards are maintained at similar levels since the last inspection overall and have improved in ICT.

4. In English, pupils' speaking and listening skills develop well. Good questioning ensures that they are all involved in discussions. Pupils' attainment in reading is tracked and analysed to improve standards. Knowledge of letter sounds is taught well from an early age. Regular reading practice helps pupils to make good progress and achieve well. The focus on writing and the regular checking of written work are having a positive impact on standards. There are good opportunities for writing in all subjects, such as the recording of results in science.
5. 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.
6. In science, a thorough and effective approach to teaching 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.
7. In information and communication technology (ICT), pupils of all abilities make good progress and work confidently with ICT equipment and on the Internet. Some aspects of the subject such as word processing, graphics and research work are particularly strong, whereas control technology and monitoring are not as well developed.
8. In religious education (RE), 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.
9. A very small number of lessons were seen in art and design, geography, history, music and physical education and none in design and technology. The evidence from planning and discussions indicates satisfactory provision in all subjects, except in design and technology, where it is unsatisfactory. Standards in geography and history are above the expected levels by the end of Year 6. No evidence was available in history in Years 1–2 and in art and design and design and technology. Therefore, it was not possible to make judgements on standards achieved in these subjects, though provision is satisfactory. In all other subjects standards are broadly in line with those found nationally.
10. Throughout the school the achievement of pupils with special educational needs is good and they progress at the same rate as other pupils. They make good progress because they are well supported in the classroom, and tasks are appropriately adapted for the needs of each pupil. Key elements in this success are the small class sizes and the good behaviour of the great majority of pupils. This enables teachers and classroom assistants to give their full attention to individuals and groups who are in need of extra support. Most of the pupils who speak English as an additional language are competent in English and achieve well. There is no significant difference in the performance of boys and girls.
11. The school sets targets for its pupils and reviews them every year to ensure that they are sufficiently challenging. It exceeded its targets in English and mathematics last year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are very good and their behaviour is good. Attendance rates are unsatisfactory but punctuality is now satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory overall.

Main strengths and weaknesses

- Pupils enjoy school and are keen to participate in lessons.
- Relationships between pupils are very good.
- Discipline throughout the school is very good.
- Pupils' moral development is very good and social development good.
- Attendance and procedures to check it are unsatisfactory.

Commentary

12. Pupils enjoy coming to school and many report that they look forward to their lessons. Pupils' attitudes are as positive as they were in the last inspection. Most pupils are keen to participate in activities; they answer questions willingly and try hard with their work. Pupils are polite and they never miss an opportunity to smile warmly and greet adults in the corridors and classrooms. Relationships between the pupils are very good; there is a high degree of friendship and harmony between pupils from a wide range of ethnic and cultural backgrounds. Pupils play happily in the playground in the knowledge that the school will not tolerate racism or bullying.
13. Discipline is a strong feature of this school. From early years pupils are taught that good behaviour is expected. The previous inspection found behaviour to be very good; behaviour is now good. Pupils enter classrooms quietly in the morning and walk around the school building sensibly. Similarly, during lessons most pupils listen respectfully to their teachers and settle down to their work quickly. The neat presentation of pupils' work is a strength of the school. There are a few pupils who present challenging behaviour; they disturb lessons and sometimes assemblies. Class teachers are quick to identify these pupils and have no hesitation in implementing the school's sanctions, such as loss of playtime or sitting on the quiet table at lunchtime. Occasionally, some teachers are over-zealous in their quest for good behaviour and too much time is taken up in lessons whilst minor incidents are discussed. The school's reward system is consistent and pupils take great delight in receiving stars for achievement. There have been 50 fixed term exclusions in the past year, which is high. The school feels this was necessary to maintain appropriate behaviour and to prevent other pupils' learning being affected adversely.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	56	4	0
White – any other White background	46	2	0
Mixed – White and Black Caribbean	33	5	0
Mixed – White and Black African	15	1	0
Asian or Asian British – Bangladeshi	31	1	0
Black or Black British – Caribbean	237	22	0
Black or Black British – African	232	13	0
Black or Black British – any other Black background	90	2	0

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

14. The last inspection found attendance rates to be unsatisfactory and this is still the case. Parents withdraw their children from school in term-time on a regular basis. The school reports that this is the reason for attendance rates being well below the national average. Parents whose children cannot attend school are asked to bring in a note on the child's return. The school does not question the whereabouts of an absent pupil until well over a week has elapsed; this procedure is not effective and should be reviewed. Likewise, monitoring of unauthorised absence lacks rigour, although the school is currently experiencing problems with the computer system. Punctuality is slowly improving and is now satisfactory.

Attendance

Attendance in the latest complete reporting year (%) 2001/02

Authorised absence		Unauthorised absence	
School data:	5.6	School data :	3.6
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.

15. Provision for pupils' spiritual development, whilst satisfactory, is not a strength of the school. Assemblies provide opportunities for reflection and for consideration of other religions and social and moral topics. There is planned coverage of a variety of themes that promote self-esteem, and of Christianity and other religions. Pupils learn about different religions. They are given opportunities to speak about their religious experiences; for example, a pupil in a Year 6 class was encouraged to speak about her experience of Buddhism to the class. However, opportunities for pupils to enjoy spiritual experiences in lessons are generally undeveloped. Pupils' moral development is very good. They abide by a clear code of conduct and adults are good role models. Class rules are adhered to and well understood by the pupils. Although 'circle time', where pupils discuss different viewpoints, is not consistently timetabled, honesty, fairness and respect for others are emphasised in lessons. Pupils' social development is good. The well attended after school club enables pupils to enjoy each other's company. All pupils have the opportunity to be class monitors and older pupils help the younger ones at lunchtime. Boys and girls work well together in pairs and groups. Pupils, however, are mainly directed by their teachers and have too few opportunities to show initiative. There is satisfactory provision for pupils' cultural development. Pupils experience the traditional cultures of the United Kingdom through visits to museums. Pupils celebrate World Book Day and Black History and have had visitors from international children's organisations.
16. Opportunities are missed to develop spiritual awareness through assemblies and acts of worship. The atmosphere is often not conducive to a sense of awe and wonder, and in the assemblies observed little use was made of music or religious artefacts to help make it a special occasion. The last inspection highlighted the fact that few visits or visitors are used to enrich understanding. This is still the case, and more effort should be made to invite parents or others from different faiths to share their experiences with the children.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of education is good, overall. The curriculum and the quality of teaching are good. Pastoral care is good, but the school does not actively seek and act on pupils' views. The quality of teaching is good overall. It is satisfactory in the Foundation Stage and good in other year groups. The teaching of literacy and numeracy is consistently good.

Main strengths and weaknesses

- Teaching promotes very good relationships and good behaviour.
- Teachers plan lessons very thoroughly, particularly in literacy and numeracy.
- Teachers use activities and resources that motivate and interest pupils so that they have good attitudes to learning.
- The teaching of pupils with special educational needs is good.
- Teachers use assessment well to plan appropriate work for pupils in literacy and numeracy.
- The teaching in some lessons allows pupils to work at too slow a pace.
- Pupils are not sufficiently challenged in some lessons.

Commentary

Summary of teaching observed during the inspection in 76 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	13 (17%)	28 (37%)	28 (37%)	6 (8%)	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. Overall, the quality of teaching is good, with over half the lessons being good or better. It is particularly good in English, mathematics and science. Teaching was less than satisfactory in a small number of lessons where teachers were not sufficiently experienced in teaching. The good quality of teaching has been maintained since the last inspection, despite the very high turn over of teachers in the current year. The main reasons for this are the development of the roles and responsibilities of the subject leaders and the consistent programme of checking and evaluation of teaching and learning.
18. In most classes planning is detailed and effective. Planning for literacy and numeracy is very thorough and covers all aspects of the subjects. Work in the lessons seen was well matched to the needs of the pupils. This ensures that work is sufficiently challenging and builds on previous learning, particularly where lessons are planned in a sequence. An excellent example of it was seen in a literacy lesson in Year 2. Work in books indicates that pupils build up understanding progressively until they complete the unit with confidence and evaluate their work.
19. The teaching of the basic skills of literacy and numeracy is very good and the effective implementation of the National Numeracy and Literacy Strategies supports teaching well. The teaching of reading within small groups is effective, helps pupils to apply their skills and increases their enjoyment of reading. Teachers often provide appropriate individual tasks for pupils to use their spelling and punctuation skills in a directed written task. This was evident in several literacy lessons. In one such lesson in literacy in Year 6, these strategies enabled pupils to gain clear understanding of how to write a short conversation, using speech mark correctly. In numeracy, the lessons include an appropriate balance of oral and written work. In a numeracy lesson in Year 2, this supported pupils very effectively in identifying equivalent monetary values of coins. However, pupils are not given sufficient opportunity to develop their independent learning skills through research work and sufficient use of the library.
20. Most teachers have good subject knowledge and they make good use of assessment to track pupils' progress and to plan work to meet their learning needs. The assessment system has improved significantly since the last inspection when it was unsatisfactory. All teachers implement the procedures very well and this has a very positive effect on pupils' achievement. Teachers mark regularly and thoroughly. They often write full comments and let pupils know

- how well they are doing within a specific task. They frequently use the discussion at the end of lessons to assist pupils in evaluating what they have achieved.
21. Teachers use good questioning techniques to check pupils' understanding. They support pupils effectively to help them to come to a better understanding through good use of the whiteboard or further discussion. In most lessons teachers review previous work to establish a common level of understanding on which to build new learning. At the end of most sessions teachers check pupils' understanding and use this to assess what needs to be covered in the next session and to judge pupils' readiness to move on to the next level of learning. This sequence is well established and is having a positive impact on pupils' achievement.
 22. Teachers use resources well to support their explanations and to promote pupils' interest. They generally have high expectations of what pupils can achieve. As a result, most pupils work hard to complete the work set. For example, in a geography lesson in Year 4, the teacher used the school site very well for pupils to draw an 'eco-friendly' school playground.
 23. A very strong feature of all teaching is the very good relationships that teachers establish with and between pupils. They manage pupils in a firm and supportive manner so that they understand what is expected of them and behave well. In the vast majority of lessons teachers share with pupils the objectives of the lesson and this helps pupils to focus on what they are trying to achieve. Where the teaching is very good, teachers come back to these objectives at intervals during the lesson to check understanding and progress. This approach results in very good progress. Teachers work with streamed groups in most classes, targeting areas of weakness shown by pupils in previous assessment tests. The test results for English, mathematics and science are analysed and used effectively to raise standards in these subjects.
 24. The school's clear policies for equality of opportunity and inclusion mean that it makes good provision for lower attaining pupils. There is suitably challenging provision for pupils of all abilities, including higher attaining pupils.
 25. The quality of teaching and support for pupils with special educational needs is good. The very good relationships in the school and the trust and confidence pupils have in their teachers and those who support them provide pupils with good motivation to be involved in lessons and in their work. Work is usually well planned at an appropriate level to enable pupils to make good progress. The learning support assistants are well briefed about their role in each lesson and support pupils well in their learning. Pupils' Individual Education Plans have clear, achievable targets, which are regularly reviewed by all those who are involved in their support. The very few pupils, who are at an early stage of learning English are supported well alongside their peers by their class-teachers and teaching assistants.
 26. Some lessons were observed where uncertain knowledge resulted in unsatisfactory teaching and slow learning. In these lessons, pupils work too slowly because the teacher does not give clear guidance on how much work is expected within the given time or because tasks are not matched well enough to their prior learning. The pace was slow and activities were not challenging enough. As a result, pupils were not motivated and their achievement was unsatisfactory. Sometimes, too much attention was given to managing pupils' slightly restless behaviour, resulting in the lessons becoming disjointed.

The curriculum

The overall quality of the curriculum is good. The breadth of curricular opportunities and opportunities for enrichment are good. Accommodation, although limited in some respects, is good overall. The quality and range of learning resources are good.

Main strengths and weaknesses

- There is a strong emphasis on the development of language skills.
- Equality of access and opportunity for all pupils is good.
- The provision for pupils with special educational needs is good.
- The opportunities for extra-curricular activities are good.
- The libraries are insufficiently resourced.
- Opportunities for all pupils to show initiative and responsibility are limited.

Commentary

27. The curriculum meets statutory requirements, including provision for religious education. There is provision for collective worship on a daily basis.
28. The quality and range of opportunities provided are good. The National Literacy Strategy and the National Numeracy Strategy are implemented well and have been instrumental in improving standards. There are consistent whole-school approaches to teaching and applying literacy and numeracy skills across the curriculum. The organisation of classes according to ability in Years 3 to 6 has proved beneficial in raising pupils' standards in English, mathematics and science. The national subject guidance is used satisfactorily as a basis for schemes of work in subjects other than literacy and numeracy.
29. The curriculum provides for pupils' personal, social, health and citizenship education including, where appropriate, sex and drugs awareness education. The school ensures that all pupils, regardless of ability, gender or ethnicity, have equal access to the opportunities that it provides. Opportunities for pupils to show initiative and responsibility are, however, limited.
30. Provision for pupils with special educational needs is good. At present the percentage of pupils with statements is well below the national average. This is due to insufficient local authority provision and organisational delays beyond the school's control. The co-ordinators are aware that there are several pupils in need of statements, and they have put in place the necessary groundwork to make sure this happens as soon as possible.
31. Target sheets for pupils with special needs highlight the targets contained in their Individual Education Plans and are regularly discussed at parents' evenings. There is still scope for parents and children to be more involved with the setting and monitoring of the targets contained in their individual plans.
32. Opportunities for enriching the curriculum are good. The school provides many opportunities to broaden pupils' experiences through visits and visitors to the school. Pupils are involved in a variety of special curriculum events, such as World Book Day, book fairs and school productions. An annual residential visit is much enjoyed by older pupils and develops their social and outdoor activity skills. The club also encourages the arts, running classes in drama, music and art. Other activities include French, computers and touch-typing. Occasionally, visitors to the school hold workshops such as Black History Workshops.
33. Support for learning outside the school day is good. The school provides a good range of term-time and holiday activities to complement the academic opportunities. A flourishing after-school club meets on five evenings a week until six o'clock. Pupils have the chance to take part in sport, including football and dance, and a karate club led by a professional coach.
34. The match of teachers and support staff to the curriculum is good and enables all classes to be small, with a good ratio of adults to children. The accommodation is good, overall. There are plans to refurbish both buildings and to provide additional much needed outdoor space for the Nursery and Reception classes, once the new swimming pool is completed. There are well-considered plans to improve the accommodation on the Mostyn site, but uncertainty about the future makes it impossible to put these plans into action. However, the site is used as well as it can be, in the circumstances, and, whilst the building is far from ideal, it does not have an

adverse effect on pupils' attainment and achievement. Good quality resources, including furniture, have been purchased and are used well. The libraries, however, are insufficiently resourced and are not used regularly to develop pupils' research skills appropriately.

Care, guidance and support

Arrangements for pupils' care, guidance and support are good, but pupils' views are seldom sought and acted upon.

Main strengths and weaknesses

- Pupils feel secure whilst in school.
- Health and safety procedures are good.
- Pupils are well supported whilst at school.
- There are few opportunities for pupils to express their views.

Commentary

35. The school provides a secure and calm environment. There are good relationships between pupils and their teachers. Teachers know their pupils well and understand their different personalities and pastoral needs. During lessons class teachers always ensure that pupils are clear about their tasks, encouraging them to ask if they have a problem. Consequently, when difficulties arise pupils have the confidence to turn to their teachers for help and guidance when needed.
36. The designated teachers responsible for child protection are both fully trained and are vigilant in their responsibilities. Class teachers are aware that any concerns should be reported immediately. The child protection officers ensure that any concerns regarding a pupil are pursued and Social Services are involved. There are policies to support health and safety and care is taken to ensure the medical well-being of the pupils. However, not all staff are aware of the identity of the first-aiders. Lunchtime supervisors are sympathetic and keep a watchful eye on behaviour in the playground. Risk assessment is carried out thoroughly.
37. The school does not give enough opportunities for pupils to express their views, although the school recently asked pupils to complete a questionnaire. Pupils interviewed during inspection week were mature and sensible and said that they would be glad to be involved in decisions about school life.

Partnership with parents, other schools and the community

Partnership with parents, the community and with other schools is satisfactory.

Main Strengths and weaknesses

- Parents report that their children are happy at school.
- Information to parents, particularly about pupils' progress, is good.
- Parents feel that the school achieves high standards of good behaviour.
- Partnership between the school and the parents is not sufficiently developed: the school does not involve parents through seeking, valuing and acting on their views.

Commentary

38. Partnership with the school and its parents has improved since the last inspection and is now satisfactory. Many parents hold the school in high regard; they report that their children are happy to come to school. They appreciate the commitment of the headteacher and his staff and what the school seeks to achieve for their children. Parents are particularly pleased with the high standards of behaviour within the school and are confident that bullying is not tolerated

and complaints are taken seriously. The headteacher ensures that complaints are followed up immediately and a feedback given to parents within 24 hours.

39. A significant minority of parents, however, are unhappy that they are not actively encouraged to be involved in the life of the school and that their views are rarely sought. This was also a finding in the last inspection report. Many parents report that the only time they enter the school building is for termly consultation evenings. They would like more opportunities to see their children's classrooms and learn more about what their children are doing. Some parents of Reception children would feel more comfortable if they could take their children into the classroom in the mornings. The school, whilst recognising parents' concerns, feels that it acts in the interest of security by asking all adults to make an appointment to see staff. Parents are able to speak to teachers in the playground before and after school. The school occasionally invites parents into class assemblies, but many working parents are not able to attend. Some parents feel that a Parent-Teacher Association would bridge the gap between the school and parents. The school states that past associations have been disbanded because of lack of support and financial irregularities. The school is aware that many parents do not feel welcomed into the school and that compromises should be made.
40. Parents receive clear written information on what is happening in school and how their children are achieving. Newsletters are friendly, easy to read and informative. Target sheets advise parents of learning objectives in English and mathematics and reading levels. Parents are given advice on how they can help at home with children's writing and spelling. Pupils' annual reports are well written, describing each child's strengths and weaknesses individually. They provide parents with concise information on how their children are progressing and how they can improve.
41. Links with other schools and the local community are satisfactory overall but there is room for improvement. Pupils visit a local home for the elderly at Christmas and occasionally a parent will speak to the pupils on a specific topic. Visitors include a local artist, the police and fire brigade. Lambeth police offer summer childcare at the school. Members of the community use the school hall as a church on Sundays. Links with other schools in the immediate area are limited.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. Leadership is very good. Management and governance are good.

Main strengths and weaknesses

- The headteacher gives very good leadership and promotes good professional development for all staff.
- Senior managers monitor teaching and learning very effectively.
- Performance management is well linked to staff development.
- Governors have a secure understanding of the strengths and weaknesses of the school.
- Financial resources are used well to benefit pupils by their being taught in small classes.
- Partnership with parents is not sufficiently improved.

Commentary

42. The headteacher gives a very clear direction based on improving teaching and raising standards. He is well supported in this by the associate and assistant headteachers, the other senior managers and other staff. Staff are committed to raising standards of achievement and are constantly seeking ways in which they might improve. The school is successful in providing a safe, happy and stimulating learning environment. An effective system for

performance management and the monitoring of teaching and learning has been implemented and this is beginning to improve the quality of teaching.

43. There are clear and effective structures for the management of the school, which have enabled improvements to be secured during a time of considerable staff turnover. Effective teamwork is a particular feature. This has resulted in new staff quickly settling into the school and a consistent approach to the implementation of policies. The senior management team provides a strong lead in monitoring the work of the staff and shaping the future direction of the school. Team leaders strive to good effect to ensure a consistency to teaching and learning and that high standards are pursued. The associate headteacher plays an important role within this process through the line management of subject co-ordinators. Co-ordinators are playing an increasingly important role. Many are quite new in post because of the recent high level of staff turnover. However, school's effective induction procedures mean that their subject management roles are developing appropriately. The newly qualified teachers are released for 10 per cent of their teaching time each week for appropriate professional development. Thorough, systematic and very effective procedures have been introduced to monitor the work of staff and 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 all contributed to the identification of strengths and areas for improvements. As a result, good practice has been shared, support and training provided and the quality of teaching improved. The analysis of test and other data is also being used with increasing rigour to identify weaknesses, from which effective action has ensued.
44. The governing body has improved its effectiveness since the last inspection, when it was judged not to fulfil all of its responsibilities. The procedures now adopted enable governors to have good oversight of the work of the school and to be appropriately involved in shaping its future. As a result, governors have a secure understanding of the school's strengths and the steps needed to eliminate any shortcomings.

Financial information

Financial information for the year April [year] to March [year]

Income and expenditure (£)		Balances (£)	
Total income	684,142	Balance from previous year	457,930*
Total expenditure	653,142	Balance carried forward to the next	810,052
Expenditure per pupil	2,134		

**Includes the income from lettings.*

45. 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. For example, the school has maintained small class sizes and this has a positive impact on pupils' standards of achievement. The school has also successfully developed accommodation for teachers. This has facilitated recruitment and retention of new teachers. The school has carried forward a very high proportion of fund over the last two years. This fund includes a very large amount of money generated through the income of the school's lettings. This over the last two years has been accumulated in a planned way for funding the rebuild of the swimming pool and for improving the playground for all pupils, including the outdoor provision for children in the Nursery and Reception classes. This will benefit pupils in enhancing their physical development.

46. It has been a major priority to provide a high level of classroom assistants and other staff to support the work of teachers. The high level of spending on support staff and the effectiveness of their deployment are making a considerable contribution to the good progress made by most pupils.
47. 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 is very good. The small amount received as the ethnic minority grant is used appropriately.
48. The school has made good progress in recent years under the leadership of the headteacher. This has been achieved in the face of considerable staff turnover. Issues remain to be tackled, including the higher involvement of parents, but the school is well placed to secure further improvements as it strives for higher standards. The school 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

49. The Foundation Stage comprises children in the Nursery, who attend part-time, and those in the Reception classes, who attend full-time from the September before they are five. About half of the reception children have attended the Nursery class; others have attended a variety of pre-school settings and about one fifth enter the Reception classes with no pre-school experience. Most children enter the Nursery with levels of attainment that are below those expected of children of similar age in all areas of learning. Throughout the Nursery and Reception classes the children achieve well in communication, language and literacy, knowledge and understanding of the world and in mathematical and creative development so that the vast majority of children reach the early learning goals by the end of the Reception. Their achievement is satisfactory in personal, social and emotional development and most reach the Early Learning Goals in some aspects of these areas of learning. Achievement in physical development is unsatisfactory.
50. The leadership of the Foundation Stage by the new co-ordinator is satisfactory. Management, on a day-to-day basis, of monitoring the teaching and learning and the delivery of the curriculum is underdeveloped. The classes are well staffed and all staff work well together. The indoor accommodation and resources are good but the provision for an appropriately equipped outdoor space is unsatisfactory. There are plans to improve this provision when the new building work is completed.
51. Parents receive good information from the school about organisation and the Early Years curriculum. No parents help in these classes but they do listen to their children read at home. Many parents attended the meeting about the Early Years curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision and the quality of teaching and learning are **satisfactory**.

Main strengths and weaknesses

- Children are happy to work with a range of adults.
- Children play well together when given the opportunity.
- They quickly learn to conform to the routines.
- There are too few opportunities for developing independence.

Commentary

52. There were very few opportunities to see activities specifically planned to develop children's personal, social and emotional development. Children soon adapt to the systems and routines of school. They feel safe and able to work with a variety of adults. They learn to work in small and large groups with other children, to share and take turns. The planning of the curriculum does not provide sufficient opportunities for children to develop their independent learning skills. There is an imbalance of teacher-led and child-initiated activities. Children do not have enough time to work for sustained periods on self-chosen tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Provision and the quality of teaching and learning are **satisfactory**.

Main strengths and weaknesses

- Children make satisfactory progress.
- There is too formal an approach for the very youngest children.
- There are too few opportunities for children to develop speaking skills.

Commentary

53. Teachers plan satisfactorily using the Early Learning Goals, but too little attention is paid to the youngest children's prior learning for the tasks to be well matched for them. The introduction is too long to allow the youngest children to concentrate. Reception class children are able to recognise single letters and initial sounds. They reinforce this knowledge by forming the letters in the air and by making them with play-dough. All make a good start to reading, recognising the title, cover and beginning and end of a book. They listen well to stories and enjoy new ones and old favourites.
54. Children answer well when asked questions and some engage in lengthy conversations with adults and other children. However, there are too few opportunities for children to develop their speaking skills because adults tend to dominate the teaching sessions and allow too little time for children to talk. There is insufficient adult interaction in children's self-initiated play. For example, in the role play area adults do not use the opportunities to broaden children's vocabulary.

MATHEMATICAL DEVELOPMENT

Provision for the mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good.
- There are good opportunities to practise number skills such as counting throughout the day in the Nursery.
- About a fifth of the children in the Reception classes exceed the Early Learning Goals.

Commentary

55. Planning for the numeracy lesson is good. The introductory activity is well matched to the children's abilities and captures their interest. However, it goes on too long for the youngest and least able children in the Nursery and they lose concentration. Their restlessness inhibits the learning of the other children. The initial learning is reinforced by the practical tasks later in the lesson. Children enjoy these and work hard to complete them.
56. By the end of the Reception class, the children count accurately to 20 and recognise most of the written numerals. They know the most common two-dimensional shapes. They compare lengths and know which are longer and shorter, taller and smaller. They are beginning to add and subtract numbers less than 10.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision and the quality of teaching and learning are **satisfactory**.

Main strengths and weaknesses

- There are interesting activities about other countries.
- Computers are well used.
- There is a lack of outdoor space for gardening activities.

Commentary

57. Children enter school with a limited knowledge of the world around them. A well-planned curriculum ensures that they learn about other countries and the way babies grow. They learn to care for animals through looking after the class hamster. Work about growing plants is limited by the fact that there is no soil in the outdoor area for garden activities. There are many opportunities for children to use a computer throughout the day. They develop good mouse control and are interested in printing out the pictures they have created.

PHYSICAL DEVELOPMENT

Provision is **unsatisfactory**. The quality of teaching and learning is **satisfactory**.

Main strengths and weaknesses

- There is a lack of good quality accommodation and equipment for outdoor work.

Commentary

58. Opportunities to develop their physical skills are limited for children because they do not have the free access to outdoor play that they need. As a result, children are unlikely to reach the expected goal in this area. Reception children have one formal physical education lesson each week and playtimes each day. They do not have enough access to outdoor play. The area is uninviting and the space available at playtimes is too small for really good use to be made of the wheeled toys. The climbing equipment is old and does not have a permanent safe surface underneath. Children use pencils, crayons, glue and scissors accurately and safely.

CREATIVE DEVELOPMENT

Provision is **satisfactory** overall, and good in music.

Main strengths and weaknesses

- The quality of teaching and learning, particularly of musical skills, is good.
- There are too few opportunities for child-initiated art work.

Commentary

59. Children have opportunities to develop their creative skills through planned tasks, such as making a collage of Humpty Dumpty. However, there are fewer opportunities for children to develop skills of their own choosing. For example, during the inspection there was no occasion when any child could freely paint a picture of something that was important to them.

60. Children learn to use musical instruments to accompany rhymes they know. They explore the different sounds made by the instruments and talk about tempo and volume. They begin to make up rhythms using long and short beats, clearly enjoying the sounds and the repetition. Some children develop these into complex accompaniments and glow with pride at the outcomes.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- There is a strong focus on attainment and achievement.
- The quality of teaching and learning is good.
- Basic skills are taught well.
- The organisation of classes by ability, in Years 3–6, is effective.
- Targets are set and reviewed regularly.
- Literacy skills are taught well across the curriculum.
- The assessment, monitoring and tracking of pupils' progress are very good.
- The presentation of pupils' written work is very neat.
- The libraries are insufficiently resourced.

Commentary

61. Standards in speaking and listening match those expected in Year 2 and are above those expected in Year 6. There are planned opportunities to develop speaking and listening skills across the curriculum. 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 2, when pupils listened intently to instructions on how to read a recipe and use a piece of text to make a flow diagram, and successfully wrote their own instructions. 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.
62. Standards in reading match those expected in Year 2 and are above national expectations 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.
63. Standards in writing match those expected in Year 2 and are above national expectations in Year 6. The school's focus on writing and the regular monitoring of writing assessments are having a positive impact on standards. Lower-attaining pupils in a Year 6 literacy lesson drew on their knowledge of two play-scripts that they had recently studied, 'Macbeth' and 'The Wind in the Willows', and successfully transformed a passage from 'Hard Times', by Charles Dickens, into a play-script. There are opportunities for writing in all subjects, such as the recording of results in science.
64. The presentation of pupils' written work is exceptionally 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.
65. The quality of teaching and learning is good, overall, in Years 1 and 2, and very good, overall, in Years 3-6. The strengths of teaching are very good planning, very effective teaching methods, the encouragement and engagement of pupils and the effective use of resources. The arrangement, whereby pupils of similar ability are taught together in Years 3 to 6, has a positive

effect on raising standards. Homework is used well to support and extend learning. Strengths in teaching inspire pupils to apply intellectual and creative effort to their work. Thorough and constructive assessment and the monitoring and tracking of pupils' progress contribute to pupils' good achievement and enable individual needs to be addressed.

66. Strong leadership, 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

67. The National Literacy Strategy has been implemented well and provides a structure for the progressive development of pupils' reading, writing, spelling and 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 in all subjects. 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

- Standards are above average by the end of Year 6.
- Achievement is good throughout the school.
- Teaching is good in many lessons.
- Very good use is made of assessments and target setting.
- Standards are high in presentation and marking.

Commentary

68. Standards in mathematics at the end of Year 2 have fluctuated over the last few years, and the overall trend is below national averages. However, results in 2002 were in line with the national average and well above in comparison with those of similar schools. Analysis of this year's tests and work going on at the time of the inspection suggest that standards are now in line with national averages. As pupils have historically entered Year 1 with below average attainment, this represents good progress in Years 1 and 2.
69. The results of national tests show that there has been a rising trend in standards at the end of Year 6 and results have been above national averages for the last two years. Work observed during this inspection, together with the results of the 2003 tests, shows that standards are still above average. Attainment is well above average when compared with that of similar schools. Progress is very good from Years 3 to 6.
70. In Year 2, pupils have sound understanding of place value, and can work out simple problems in mental arithmetic. Pupils draw simple graphs to show data collected and they understand what the graphs represent. By the end of Year 6, pupils show confidence in a range of mathematical strategies to work out answers in their heads. They work, confidently and accurately, with decimal fractions and can write equivalent fractions as decimals and vulgar fractions, and translate them into percentages.

71. Pupils achieve well in mathematics throughout the school because of high teaching standards. Teachers plan lessons carefully and set appropriate work so that pupils of all abilities make good progress. Pupils with special educational needs are well supported and progress at the same rate, as do those from different ethnic groups. Some year groups are taught in ability groups, others in mixed-ability classes. Both systems are successful in enabling almost all pupils to achieve their full potential. The number of pupils reaching the high proportion of Level 5 by the end of Year 6 is particularly impressive.
72. This success is primarily due to the very good leadership of the senior staff in ensuring rigorous monitoring of teaching and learning. The quality of teaching is good. All teachers prepare in the same way, and pupils know exactly what is expected of them in terms of behaviour and effort. Lesson objectives are clearly displayed and discussed, lessons continue at good pace, and the responsible behaviour of the pupils enables teachers and assistants to concentrate on giving help where it is needed. From their earliest days in school pupils are taught how to set their work out, and their presentational skills are of a very high standard. This is particularly evident on occasions when diagrams or graphs are required, but it is also an important factor in number work when a number in the wrong column might lead to a mistake.
73. This strength can also have a downside if systems are so rigid that pupils do not get the opportunity to try out different ways of solving problems. There are occasions when teachers set too many 'sums' so that pupils do not have time to move on to extension work that might challenge their thinking skills more. There is a need for more investigative work such as that in a Year 6 class where pupils were studying the effect of exercise on their pulse rate. They learned particularly well because they were challenged to decide for themselves how to carry out the test and how to scale the graph to suit their own data. Overall, too few opportunities are provided for pupils to take responsibility for their own learning.
74. A very strong feature of the teaching is the way pupils' work is marked and assessed and then used to inform planning. All pupils are set individual targets, which are discussed with parents and regularly reviewed. Marking is of a consistently high standard and pupils are expected to respond to suggestions for improvement.
75. The school has made good progress in raising standards since the last report. The recently appointed co-ordinator has a good grasp of the strengths and weaknesses in the subject, and has clear ideas about the way the school's success can be built on so that standards are raised still further.

Mathematics across the curriculum

76. Mathematical skills are soundly used in other areas of the curriculum, for instance when using graphs to record information from a science investigation. Computer programs are regularly used in most classrooms to enhance mathematical understanding or to practise skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Attainment at the end of Key Stage 2 is in the top five per cent nationally.
- There is very high achievement in relation to prior attainment.
- Teaching is good.
- Investigative skills are well taught.
- The subject knowledge of some teachers is weak.

Commentary

77. Standards in science have been consistently high at the end of Year 6 over the past three years and remain within the top five per cent nationally. They are now average in Year 2 but well above average in Year 6, showing significantly high achievement in relation to prior attainment in Years 3–6. Standards in Year 6 improved since the previous inspection when they were above average. About half of the pupils achieve Level 5 at the end of Year 6. This is due both to good teaching and to the very structured programme of revision throughout the year. Pupils cover the content of the units of work in depth at a good pace and consequently have time to revise their knowledge systematically. Opportunities for pupils to learn through investigative work are very good. Pupils learn to plan and carry out experiments very well. They understand how to construct a fair test and go about this work in a mature and methodical manner.
78. The quality of teaching is good overall, especially in Years 5 and 6, where it is consistently good. Teachers provide pupils with clear explanations and challenging tasks, engaging their interests. Learning objectives are appropriate; they are shared effectively with pupils at the beginning of the lessons and revisited and evaluated at the end. All teachers plan well to develop pupils' scientific vocabulary and use an investigative approach to teaching science very successfully. In most lessons the pace is brisk and tasks are matched effectively to the learning needs of all pupils. As a result, pupils remain focused throughout the activities, responding well to open-ended questions and making good progress in knowledge. In Year 1 classes there are good links with literacy when pupils use their reading and writing skills to record their work. Where teaching is not so good, teachers' subject knowledge is not secure and tasks are not matched appropriately to the learning needs of pupils. This leads to a lack of clarity in teachers' answers to pupils' questions and subsequently to pupils acquiring a less than secure grasp of the unit of work. Occasionally, poor pupil management slowed the pace in one lesson: too much time was spent getting ready for the activities, leaving too little time to explore the effect of exercise upon the body. Therefore, pupils became restless and learnt less than they could have.
79. The management of the subject is good. The co-ordinator has a clear idea of the strengths and weaknesses of the subject through feedback from the team leaders who monitor lessons. Her present aims, as well as to improve attainment at the end of Key Stage 1, are to enthuse the pupils with a love of science and to ensure that there is clear year-on-year progress in the acquisition of key skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is good. Pupils achieve well.
- Pupils have a very good attitude to their work and behave well.
- Not all aspects of the subject are taught to the same depth.
- The computer suite is too small for large classes to use comfortably.

Commentary

80. At the end of Years 2 and 6, pupils reach standards in ICT that are similar to those found nationally. Pupils of all abilities make good progress and work confidently with ICT equipment and on the Internet. Through a well-planned curriculum they improve their knowledge and skills and build on these each year as they move through the school. However, ICT skills are not so well taught in Year 6. Instead, pupils use the skills they learnt in Years 1–5 to aid their work for the revision for the national tests. This means that, although some aspects of the subject such as word processing, graphics and research work are particularly strong, control technology and monitoring are not as well developed.

81. By the end of Year 2, pupils are able to use the computer for a range of purposes such as creating symmetrical pictures and repeated patterns and record and present information they collect in graphs. They can save and retrieve their work and print their own work. By the time pupils reach the end of Year 6, they can access and use the Internet to search for information. They word-process text, drop pictures from the Internet into text and use the digital camera unaided. Some pupils use email at home. Opportunities for pupils to present information using multimedia have been limited and this has impacted on standards.
82. Only two lessons were observed and pupils' work was examined. The quality of teaching, as found from this evidence, is good and no unsatisfactory teaching was seen during the inspection. Teachers have a good subject knowledge that enables them to teach ICT confidently and demonstrate to pupils the correct procedures. Pupils are well managed and respond very positively to the opportunities offered to them. While all pupils from Durand site have access to the ICT suite, pupils from the Mostyn site do not. The school has increased the number of computers in the classrooms at the Mostyn site but has not built a computer suite because of lack of certainty over ownership of the building. However, teachers at this site plan effectively to ensure that pupils have sufficient opportunities to learn computer skills in their classrooms and, as a result, pupils are achieving well.
83. The subject is well led and managed satisfactorily. Teachers are trained appropriately and plan well to improve the provision even further. The school is already fairly well equipped with good quality hardware and useful software, which is used effectively by both staff and pupils. The introduction of an overhead data projector in the ICT suite has helped raise standards in ICT and makes teaching of other subjects more interesting and effective. Assessment procedures are thorough and provide an ongoing record of pupils' learning that is used to plan suitable future work.
84. Standards have improved since the last inspection. Resources have improved and pupils have much more time to develop and improve their knowledge and skills. Assessment procedures are now in place and links with other subjects are better.

Information and communication technology across the curriculum

85. Although the use of ICT across the curriculum has improved, there is still plenty of scope for further development. Links to other subjects are not always planned carefully enough for the maximum benefit to be gained. Research work using ICT in subjects such as history is useful and is reinforcing the pupils' skills in searching the Internet. ICT programs to support learning for pupils with specific needs is also developing and the school is constantly improving the available software to be used in numeracy and literacy lessons.

HUMANITIES

No lessons in RE and history were seen in Years 1 and 2, but three lessons in RE and two in history were seen in Years 3–6. Several geography lessons were seen across the school. In addition, teachers' planning and pupils' work, wherever available, were examined in all these subjects.

Religious Education

Provision in Religious Education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is well organised.

Commentary

86. The curriculum is organised throughout the school to ensure that it meets the requirements of the locally agreed syllabus, and pupils achieve satisfactorily. Pupils generally have a sound knowledge of the world's major religions and can talk about similarities and differences between them. They show respect for the different beliefs of others in the school and community.
87. Owing to the limited amount of evidence, it is not possible to make a judgement on teaching or on standards. In the few lessons observed teaching was at least satisfactory. In the best lessons, pupils are given the opportunity to reflect on why different faiths are so important to many people, and to relate this to their own experience. In a Year 6 lesson, good use was made a girl's experience of Buddhism when pupils were discussing prayers of different religions. Sometimes, links to other subjects could be better; for instance, one lesson on Hinduism followed straight on from a music lesson, but no attempt was made to compare or contrast the music from the two cultures.
88. The recently appointed co-ordinator has made a sound start by agreeing revisions to the policy with the staff. She is aware that more resources are needed to support teaching in the classroom, and that there is a need to collect samples of work in order to monitor standards.

GEOGRAPHY

Provision in geography is **good**.

Main strengths and weaknesses

- There is a strong emphasis on geographical enquiry skills.
- Mapping skills are taught well.
- An annual residential visit broadens pupils' knowledge.

Commentary

89. Standards match those expected in Year 2 and are above national expectations in Year 6. All pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress and achieve well. By the end of Year 2, pupils have a good knowledge of the local area, a contrasting area in Scotland and an area overseas, St Lucia. By the end of Year 6, pupils have a developing understanding of the water cycle, rivers, weather, mountain environments and life in countries which are less economically developed. They hold strong views about pollution and the need to preserve the environment. Year 4 study the effect of waste on the school environment, while Year 5 are concerned with the positive and negative aspects of tourism on areas which attract visitors. Year 6 make strong links with history as they research life in Greece and compare it with life in ancient times.
90. The quality of teaching is good, overall, in Years 1 and 2 and very good, overall, in Years 3 to 6. Strengths of teaching are teachers' subject knowledge, breadth of coverage and emphasis on geographical enquiry skills and mapping skills. Their high expectations encourage pupils to apply themselves well to their work.
91. The quality and range of learning opportunities are good. The curriculum is enriched by local fieldwork and visits to a waste disposal plant, Woolwich and the Thames Barrier, as well as a residential visit. The subject leader is enthusiastic and well-informed. Her priorities for development are appropriate. Good resources support pupils' learning.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- There is a strong emphasis on historical enquiry skills.
- The curriculum is greatly enriched by visits.
- An annual residential visit broadens pupils' knowledge.

Commentary

92. It is not possible to make a judgement on standards in Years 1 and 2, owing to limited evidence. Standards are above national expectations in Year 6. Pupils in Year 6 have a good knowledge of Invaders and Settlers, Ancient Egyptians, Tudors and Victorians. They have a developing knowledge of the Ancient Greeks and what life was like in the Second World War.
93. It is not possible to make a judgement about teaching in Years 1 and 2. From the limited evidence available, the quality of teaching in Years 3 to 6 is judged to be good, overall. Strengths of teaching are teachers' subject knowledge, encouragement and engagement of pupils and insistence on high standards of behaviour. Pupils are interested and attentive and apply a high level of effort to their work.
94. The quality and range of learning opportunities are good. The curriculum is enriched by visits for each year group, which contribute to the above average standards noted in Year 6. During their time in school, pupils visit the Pumphouse Educational Museum, the Museum of Childhood, the Bethnal Green Museum, the Florence Nightingale Museum, the Britain at War Experience and the Ragged Trust Museum. A visiting theatre company brings to life for pupils the return of the Romans to Britain. Leadership and management are good. The subject leader is keen and knowledgeable and has good plans for the development of the subject. Learning resources are good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Three lessons were seen in art and design in Years 3 and 4 and no lessons were observed in design and technology (DT). Four lessons were observed in music in Years 1–4 and four in physical education (PE) in Years 2–5.

Design and Technology

Provision in design and technology is **unsatisfactory**.

Commentary

95. No lessons were seen in design and technology. There was no past work or photographic evidence available from which to judge attainment. There is no separate scheme of work for design and technology. Each class is taught one unit of work in science and one in art and design during the school year that contains elements of design and technology. However, no planning from these units was available. Resources for the subject are limited.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- There is good use of works of famous artists as starting points.
- There is a lack of confidence in some teachers.

Commentary

96. No judgement on standards can be reached because of the limited work seen. Examination of planning suggests that the school is providing satisfactory coverage. Teachers do not always understand the aim of the exercise or how to get the pupils to improve their work. Where they are able to encourage pupils to try out new techniques and support them in their efforts, pupils feel more confident and achieve satisfactorily. Pupils confidently use a wide variety of media. Pupils in Key Stage 2 have a sketch book that they use as a helpful resource for final work.
97. Some good work is produced when pupils use the works of famous artists. Year 2 pupils were inspired by Matisse's portrait of his wife, and Year 3 pupils by Cezanne, to produce work that was in line with expectations and of which they were proud.
98. The co-ordinator has recently re-written the scheme of work so that there is good progression in the basic skills. This can be seen in some of pupils' work. Local art galleries are used well by all pupils. Parents and local artists help to develop other creative skills such as pottery.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The basic curriculum is delivered in all classes.
- There are sound plans for developing the subject.
- Some teachers need more support in enhancing their subject knowledge.

Commentary

99. There has been satisfactory improvement in music since the last inspection. Music is now soundly timetabled throughout the school and all pupils have access to the full curriculum. Only a few lessons were seen during this inspection, but evidence from talking to pupils and looking at teachers' planning suggests that standards are broadly in line with expectations at the end of Year 2 and Year 6.
100. Each teacher in the classroom teaches the curriculum. Where teachers are confident in their knowledge, this works well. For example, in a Year 1 lesson pupils were encouraged to analyse carefully some pieces of classical music as they considered whether they were fast, slow, loud or quiet. Because the resources were well prepared and the teacher had clear objectives, the pupils learned very well. Where teachers are not sure what to expect from the pupils, concentration and motivation are lost and learning is adversely affected.
101. Music is generally under used around the school. Although it is sometimes played in assemblies, there is a lack of variety and pupils are not often encouraged to identify the composer or evaluate the qualities of the music. Opportunities to use music to enrich spiritual and cultural development are often missed.

102. The recently appointed co-ordinator has sound ideas for developing the music curriculum. These include improving and updating resources, reorganising the music room and increasing the quantity and quality of listening music available around school. There are also plans in hand to employ two music specialists to work alongside teachers.

Physical Education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There is a well-organised curriculum.
- Effective use is made of good indoor and outdoor facilities.
- After school clubs enrich curriculum provision.
- Some teachers lack confidence.

Commentary

103. A balanced programme of activities is provided for infants and for juniors. This includes dance, gymnastics and games for all pupils, and athletics and outdoor and adventurous activities for older pupils. The school has had difficulty with the provision of swimming tuition but this will soon be rectified when the new swimming pool is opened.
104. The use of a published scheme of work and lesson plans ensures that all pupils, including those with special educational needs, enjoy full access to the curriculum. However, the school has not yet addressed how pupils who have forgotten their PE kit and are therefore excluded from lessons can still have some involvement in the learning during that lesson.
105. During the inspection lessons were observed in some of the five halls and on the outdoors all weather pitch. Standards at both key stages were broadly in line with national expectations, but in some lessons teachers failed to identify areas for improvement, often because the objectives of the lesson were not clear enough. Pupils enjoyed the activities but were not encouraged to systematically improve skills and build on previous learning.
106. Pupils in Years 2 to 6 have the opportunity to attend a variety of after school clubs, including dance, football, karate and games. This helps to enrich the curriculum and makes a good contribution to social development. Pupils from the two sites come together for an annual sports day, but there are few opportunities for them to meet with other schools to engage in sporting activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

107. No lessons were seen in this area and, therefore, no judgements are made about overall provision. The school has an appropriate programme for pupils' personal, social and health education and includes health, drugs and sex education which is implemented satisfactorily. This helps pupils to understand the importance of their contribution to society and how to stay safe in and out of school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
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	4
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
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	5
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

