

ERRATUM SLIP

St John The Divine CofE Junior School

Unique Reference Number: 100614
Contract Number: 262064
Date of inspection: 02/02/2004
Reporting inspector: George Derby

INSPECTION REPORT - the following table should read as follows:-

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools ¹
	2001	2002	2003	2003
English	A	A	A	A*
mathematics	A*	A*	A	A
science	A	B	B	B

Key: A - well above average; B – above average; C – average; D – below average; E – well below average.

Similar schools are those whose pupils have attained similarly at the end of Year 2.

¹ The grades in this column are based on the comparisons with schools who attained similar points scores in the national tests at the end of Year 2 in 1999.

INSPECTION REPORT

**ST JOHN THE DIVINE CHURCH OF ENGLAND JUNIOR
MIXED AND INFANT SCHOOL**

Camberwell

LEA area: Lambeth

Unique reference number: 100614

Headteacher: Chris Cosgrave

Lead inspector: George Derby

Dates of inspection: 2 – 5 February 2004

Inspection number: 262064

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: Church of England Voluntary Aided
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed
Number on roll: 236

School address: Warham Street
Camberwell New Road

Postcode: SE5 OSX

Telephone number: 020 7735 4898

Fax number: 020 7735 7179

Appropriate authority: The governing body

Name of chair of governors: Father Denis Bradshaw

Date of previous inspection: 19 October 1998

CHARACTERISTICS OF THE SCHOOL

St John The Divine is a Church of England Voluntary Aided Primary school, situated in the heart of Camberwell. It has 236 pupils (boys and girls) of which 26 are full-time children in the Nursery. It is a highly popular school with parents and there are always more requests for places than there are those available. The Vassall Ward, the area where most pupils come, is one of the most disadvantaged places in London. Over 50 per cent of pupils are eligible for free school meals. The percentage of pupils with special educational needs is currently below average, although there are high numbers of pupils with English as an additional language and over 50 per cent of children in the Nursery are in this category. The pupils come from a very wide range of backgrounds, the majority being black British African (60 per cent) or Caribbean (just under 25 per cent). Pupils' attainment on entry to the school is below what it should be for their age, particularly in the area of communication, language and literacy. The school has received the School Achievement Award three times in the last four years. It attained Beacon status in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25349	George Derby	Lead inspector	Science Information and communication technology Music
9499	Phiroze Daruwala	Lay inspector	
10099	Sue Lewis	Team inspector	Foundation stage Special educational needs Geography History
8696	Abul Maula	Team inspector	English as an additional language English Art and design Design and technology
32573	Mary White	Team inspector	Mathematics Physical education Personal social and health education

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an excellent school. Pupils achieve exceptionally well because of the very good emphasis on their personal development and high level of academic challenge in lessons. The excellent teaching and high degree of attention to pupils' individual needs mean that they do extremely well in relation to their personal goals. Standards are high. Leadership and management are excellent; there is very good teamwork by all staff and very strong support by governors. The outcome for pupils is exceptional and it provides excellent value for money.

The school's main strengths and weaknesses are:

- The headteacher's inspirational leadership enables the school to be highly successful.
- The very good care for pupils is based on Christian values, which underpin the day-to-day working of the whole of the multi-ethnic school community.
- The excellent ethos of the school very highly supports all aspects of pupils' development and staff have the highest commitment to ensuring that each individual pupil does his/her very best.
- The pupils' spiritual and social development and their relationships and respect for one another are all excellent; pupils' attitudes and behaviour are very good and often excellent.
- The school addresses pupils' special educational needs very well, and provides very good support for the many pupils who are learning English as an additional language.
- The school's commitment to ensuring that all groups of pupils are fully included in activities is very high; much personal support enables this to be successful.
- Pupils achieve particularly highly in English, mathematics and science; achievement in personal development is also very good; attainment in music is high and the quality of singing is excellent.
- Provision for the youngest children in Nursery and Reception is very good.
- The quality of teaching is excellent; staff inspire the pupils and give them every encouragement.

Since the school was inspected in 1998 it has gone from strength to strength. Improvement has been very good, overall, particularly in relation to standards, achievement and the quality of teaching and learning. The key issues have been well addressed. All aspects of information and communication technology are now taught and standards have risen significantly. The school is vigilant in checking on pupils' attendance and punctuality and registers are marked correctly. There is good attention to health and safety and refurbishment and maintenance of the building.

STANDARDS ACHIEVED

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

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

The very high level of attention that staff give to pupils' individual needs and the very high expectations they have of them are the main reasons that **pupils' achievements are excellent** for all groups across the school. The majority of children enter the school with low levels of language acquisition and, overall, with skills, knowledge and understanding which are below the level expected for their age. They leave the school with standards that are well above average. It is the combination of exceptional personal achievement and the high rates of progress academically that lead to the standards achieved being so exceptional. Standards in Year 6 are currently high for English and mathematics (and for some areas very high) and well above average in the work seen in science.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Opportunities for self-knowledge and reflection are excellent. The school's very strong moral code enables pupils to fully understand right from wrong. The school fosters excellent relationships and racial harmony. Diversity is fully celebrated and this makes a very good contribution to their understanding and awareness of cultures other than their own. Pupils learn to be good citizens, making a very strong contribution to the church and wider community. The pupils are 'hungry' to learn and behave very well. Attendance is good; punctuality is good, overall.

QUALITY OF EDUCATION

The quality of education is very good; the quality of teaching is exceptional. High quality planning takes full account of the needs of all pupils and ensures that work is very well matched to these. Exceptionally strong introductions capture pupils' imaginations. Staff manage pupils exceptionally well, give them very high levels of encouragement and expect a great deal from them. Pupils work exceptionally hard and productively. Teaching assistants know the pupils very well and provide very good support. Other aspects, such as the good curriculum with its opportunities to enrich pupils' learning, the very good quality of care for pupils, and the very good links with parents, very strongly contribute to the pupils' opportunities and progress. Some pupils could reach higher levels of attainment if they had more time to study a particular subject; for example, reaching higher levels in science. Design and technology is taught, but has too little time allocated to it.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent and the work of the governing body is very good. The headteacher's and governors' determination for high academic standards and their high regard for pupils' personal skills results in very well-rounded children ready for their next stage of education. Governors are very supportive and challenge the work of the school very well. They are somewhat dependent on the headteacher for their information, but do compare the school's performance and know its strengths and weaknesses well. There is an exceptionally strong vision for the future of the school, with high quality planning to support this. Co-ordinators' roles are well developed (although some are relatively new to their role) and, for the core subjects, make a very strong contribution to developing these.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school. Parents praise the school's work effusively. Pupils like their lessons and activities very much. Some stated that behaviour is not always good. Inspectors found relationships excellent. The school is vigilant in dealing with any unwanted behaviour.

IMPROVEMENTS NEEDED

There are no significant improvements needed. The report indicates some less significant areas for improvement. The school has already planned to review the time allocated to subjects, ensuring that its goal of developing a more integrated approach to learning is fulfilled and that subjects such as design and technology have the appropriate emphasis within the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils enter the school with attainment that is generally below that expected for their age and with particularly low levels in their communication skills. Many learn English as an additional language. Results in the national tests taken at the end of Year 2 are usually above average, overall, and by the time the pupils have reached the end of Year 6, the results of the national tests show their attainment to be well above average. Standards are currently well above average by Year 2 and Year 6 and their achievement is exceptional, overall.

Main strengths and weaknesses

- Pupils in the Foundation Stage get a very good start to their education; they achieve very well.
- Standards are well above average, by the time pupils leave the school, in English, mathematics, and science; pupils' achievements are excellent in English and very good in mathematics and science.
- In information and communication technology (ICT), standards are at the level expected for pupils' ages; in some areas they are slightly higher and, overall, pupils achieve very well in ICT.
- Standards in music are high.
- Pupils with SEN and those with EAL achieve well because of the very strong support they are given.

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

Standards in:	School results	National results
reading	16.1 (17.2)	15.7 (15.8)
writing	14.2 *(16.3)	14.6 (14.4)
mathematics	16.5 (16.8)	16.3 (16.5)

There were 30 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	29.5 (29.3)	26.8 (27.0)
mathematics	28.4 (30.3)	26.8 (26.7)
science	29.5 (29.3)	28.6 (28.3)

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

** the published results in the school's Performance and Assessment Data (PANDA) report for writing in 2003 were inaccurately reported due to an administrative error in the transmission of data from Lambeth local education authority to Ofsted. The school's actual average point score was much higher than this.*

Commentary

1. The headteacher has very successfully raised standards. An ethos of very high expectations prevails and a self-critical approach in all that it done. This leads to staff and pupils' examining carefully how they can do things better. A highly competent leadership team and very good support by governors has led to rigorous monitoring of the school's work to identify how the school's provision can improve. The work by co-ordinators has a very positive effect, although a few are new to their role. It is the sheer determination and teamwork by staff and the exceptional quality of teaching that contributes to the school's high degree of success.

2. Pupils' achievements are excellent, despite many coming from 'difficult' backgrounds and where English is not their first language. The pupils' personal development is very good, and is supported by the school's excellent ethos of care and concern for all pupils.
3. The children get a particularly good start in the Nursery and Reception class where their progress is monitored very well. The expertise of staff, together with the very strong curriculum provided, means that they achieve very well over time. The school's results in the national tests at the end of Year 2 shows a fairly steady picture of standards in reading, writing and mathematics over the past four years. The pupils generally attain standards that are above average, although it is hard for the school to help pupils attain well at the higher level at this stage, because of the delays in many pupils' language development. The school's monitoring shows that, from their starting point, pupils made very good progress, overall. Results in national tests at the end of Year 6 show standards have generally improved since 1999 and that they attain highly. They attain well at the higher National Curriculum level by the time they leave the school. Given the picture of a lower level of attainment on entry than expected for the children's ages and the standard they leave with, overall achievement is excellent.
4. The school monitors pupils' progress very well and responds positively to their individual needs. It knows precisely where they need help and keeps a careful check on the achievements of the different groups of pupils. Pupils with SEN are very well supported by class teachers, specialist teachers and teaching assistants with work that is very well matched to their particular levels and needs. Individual education plans are of very good quality and are taken good account of in teachers' planning. This helps pupils to make the best progress they can and to achieve well.
5. Standards in speaking and listening, reading and writing are well above average by the end of both Year 2 and Year 6, with the more able working towards the higher levels. This is broadly consistent with the results of 2003 national tests at the end of both Years 2 and 6. Overall, pupils' achievement in English is excellent, particularly by Year 6. Their very high achievement is due to several factors, including very effective 'expert' teaching, pupils' very positive attitudes to learning and the way language and literacy skills are very well promoted throughout the school. The high level of support by staff for reading, writing and speaking in almost all lessons has a significantly positive impact on pupils' attitudes to English. Children with English as an additional language do very well due to the strong personal support for their needs in class. Pupils' achievement in mathematics is very good because of good teaching. Pupils' achievement in science is also very good because of very good attention to practical work and pupils interpreting, in a scientific way, what they see.
6. The school has considerably improved its provision for ICT since the last inspection. It now provides pupils with very good quality teaching and regular access to computers in their classrooms and in the computer suite. Pupils achieve very well and reach standards in line with those expected for their age. Often, in graphics and word-processing, the skills tend to be at a higher level and Year 6 pupils show very good understanding of the use and application of ICT.
7. Pupils excel in music because of the very strong programme of work provided, from when they enter the nursery. Work is co-ordinated by a highly competent subject leader who works together with other staff to provide a very good range of musical experiences. Pupils are taught a small range of instruments by experts who know how to make the work interesting and who inspire them.

Pupils' attitudes, values and other personal qualities

The attendance level is good and has been well above the national average for the last three years. Punctuality, in general, is good. The pupils' attitudes and behaviour are very good and in many cases, exceptional. The school makes very good provision, overall, for pupils' spiritual, moral,

social and cultural development. The very good teaching and the opportunity for full-time placement in Nursery, means that by the end of the Reception year most children are on line for the levels expected for children of their age.

Main strengths and weaknesses

- The school fosters very positive attitudes, enabling pupils to mature exceptionally well.
- The pupils' behaviour is very good and teachers manage pupils exceptionally well.
- Although most pupils arrive on time in the morning, a significant minority of families do not support the school's rigorous procedures to improve punctuality.

Commentary

8. The majority of pupils throughout school demonstrate very good attitudes. This is evident from the positive way in which they respond to opportunities for learning and social interaction. They like school and work well individually as well as in a group situation. Their contribution to the life of the school, through the School Council, for example, reflects their willingness to take initiative, when encouraged to do so. The quality of relationships within the school bears testimony to the respect pupils show to the feelings, values and beliefs of others. All of this has a very positive impact on pupils' learning and achievement, whilst preparing them for life within the school and beyond. Most pupils mature very well as they go through the school, because of the very effective way it fosters their attitudes.
9. The school's behaviour management support systems are well established. This is clearly evident in the way it fosters positive attitudes to learning and good relationships. Teachers' sensitive management of pupils, including the use of praise and celebration of achievement, for example, reinforces very good standards of behaviour in and around the school. All staff including break/lunch-time assistants make a good contribution in this respect and pupils respond appropriately to adults' high expectations of them. Their involvement in the formulation of rules, primarily through the School Council, ensures their acceptance of them when implemented. All of this impacts on pupils' learning and achievement. Many parents and pupils have endorsed this, and there is no major concern relating to bullying or harassment of any kind. There was only one fixed-term exclusions last year. The school is very effective in dealing with minor incidents of unacceptable behaviour.
10. Provision for pupils' spiritual development is excellent. Pupils' spirituality is developed mainly through religious education, collective worship and assemblies. The strong ethos of the school fosters care and self-esteem, enabling pupils from different social and cultural backgrounds to integrate into the life of the school. Assemblies celebrate their achievement and reflection is encouraged in assemblies, particularly the ones focused on prayer, and lessons. Candles and music used in assemblies further support pupils' spiritual development and awareness. The demonstration of paper curling/twisting techniques in a Year 3 art lesson created a genuine sense of awe and wonder in the classroom. This suggests that opportunities for pupils' experience in art, music and literature heighten their spiritual awareness, though these opportunities are not always part of a planned approach.
11. The Nursery and Reception classes provide a very secure base for all children, including those who are apprehensive of new experiences or new contacts. Through the expert support and very good teaching provided, they grow in confidence, self-esteem, and develop excellent trusting relationships with others. Children's awareness of others and of their own capabilities is very well nurtured through careful observation, planned routines and lessons and the many formal and informal opportunities provided

Example of outstanding practice

An example of how the school promoted pupils' reflection in a very simple but highly effective way.

Each day pupils (and their parents) were invited to reflect on a thought or poem which was written on a whiteboard near the entrance to the school building. Handwritten texts were chosen very carefully; many had a strong religious, moral or social theme. These were highly thought-provoking, but also generated pupils' interest and discussion with one another, their parents and staff. Pupils wrote their responses to a question about the 'thought' in speech bubbles, for instance, saying where they thought God was, how loss could be coped with, and what beauty was. Discussions with pupils indicated that they valued the texts/poems very much and that these helped them to think about others and the world around them. They welcomed the new 'thought' each day, looking forward to seeing what it was, and even some of the youngest pupils produced insightful comments. It gave them a great sense of 'belonging'.

12. Provision for pupils' moral development is very good. The school has a strong moral code, which sets boundaries for acceptable behaviour. Its framework of values enables pupils to distinguish between right and wrong. Classroom activities and assembly themes often raise moral issues, such as those concerned with caring for others and the environment, and adults always set good examples in this respect. The school's expectations of behaviour are high, and pupils are constantly encouraged to reflect on the consequences of their actions. As a result, pupils respond positively to school rules and show respect for the feelings, values and beliefs of others. Most parents are happy with the values and principles that the school promotes.
13. Provision for pupils' social development is excellent. The school fosters excellent relationships, and pupils are given many opportunities to enjoy each others' company in extra-curricular activities. The way pupils from diverse backgrounds work and play together in harmony is a particular strength of the school. Activities relating to the Personal, Health and Social Education programme, visits and links contribute to this aspect of pupils' education. The school also provides opportunities for pupils to take initiatives and responsibilities, such as those taken by pupils for the School Council. Older pupils look after younger ones at break and lunch-times. All of this enables pupils to learn to become good citizens and contribute to the profile of the school in the community.
14. Provision for pupils' cultural development is very good. Pupils have opportunities to develop an understanding and appreciation of their own cultural heritage through art, music and literature. The school has strong links with the local church and pupils visit theatres and museums. Pupils are also involved in different club activities and learn about festivals and different customs and traditions through history, geography and religious education. The school's rich cultural diversity makes a good contribution to their awareness and understanding of cultures other than their own. However, there is scope for visiting local places of interest to support this.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.4	National data	0.4

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

15. The level of attendance is good. Pupils enjoy coming to the school each day, eager to meet their friends and get on with their lessons. The attendance rate of 95.1 per cent for the academic year 2002/2003 was well above the national average. The school is commended for the zero rate of unauthorised absence in the same year. Punctuality is good, overall. Most parents support the school and do their best to make sure that their children attend the school regularly and on time. However, there is a significant minority of families, often in difficult

domestic circumstances, who do not support the school's endeavours to improve punctuality. Although the school has rigorous procedures for promoting punctuality, a number of families do not respond positively to these extensive efforts. Pupils are punctual in returning to classrooms after breaks and this has a positive impact on their learning.

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
Mixed – White and Black Caribbean	11	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The school's climate of care and respect for every individual, the interesting learning opportunities and excellent teaching ensure that pupils flourish academically and personally. Relationships with parents are very good – they hold the school in high esteem and are supportive in everything that it does.

Teaching and learning

Teaching and learning are excellent. This is a very good improvement, overall, since the last inspection. In addition to the very high numbers of excellent lessons observed, teachers' planning and evaluation of their lessons and the way in which lessons link to each other over time, so that understanding is systematically supported, are excellent. Staff know their pupils very well and meet the needs of all pupils very well. Very good assessments are made and these are used very well to plan lessons and to meet the pupils' special educational needs.

Main strengths and weaknesses

- Teachers have very good knowledge of the subjects and of their pupils.
- The excellent way in which all pupils are encouraged to take part in activities and challenged to achieve even more means that pupils work exceptionally hard indeed.
- The approach to managing pupils is excellent.
- Teaching assistants provide high quality support.
- The very good use of ICT to support teaching and learning in lessons really engages pupils' interest and helps all pupils to understand the work they are doing.
- Teaching is lively and interesting and relationships between pupils and staff are excellent.
- The many opportunities for working together and independently and the way teachers and pupils listen to each others' ideas, help pupils to recognise and value what is good in one another's work.
- Assessment is used very well to monitor pupils' progress and to identify any who have particular individual needs, although it could be strengthened even more in some subjects by being tied in more to National Curriculum levels.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
10 (18%)	30 (55%)	14 (25%)	1 (2%)	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

Teaching

16. The teaching of English (including literacy), science, music, and ICT are very good with many excellent features. The teaching of mathematics (including numeracy) is very good and with very excellent features in Year 6. Not all other subjects were seen taught during the inspection but scrutiny of work, teachers' planning and the individual lessons observed confirm the very high level of teaching and learning in subjects throughout the school.
17. In English, there is a strong and highly effective emphasis on speaking and listening as well as literacy. This ensures that from very early on pupils' know that they are expected to offer ideas and that their ideas will be valued and listened to. In mathematics, throughout the school, there is very good teaching of mental mathematics and, as in science, a very good emphasis on investigation, observation and explanation. There is very good and sometimes excellent use of ICT support in science; for example, through the use of the interactive whiteboard. This enables pupils to understand at many different levels, as well as engaging their interest and enthusiasm very well.
18. There is very considerable staff expertise and knowledge in the Foundation Stage. This is why teaching is so good there. Teachers and other staff plan very well and have a very good understanding of children's needs as well as of the Foundation Stage curriculum. Their knowledge of child development and the ways that young children learn ensures that they devise very effective activities in which to involve their children. A high number of the children have little spoken English on entry to school but the highly effective teaching of, and partnership with, the EAL teacher enables these children to make very good and often excellent progress from their starting point. Such provision, and the provision for those with SEN, is very well planned and taught in both in-class and withdrawal sessions, so that their progress and inclusion is maximised. The school is particularly successful in helping children who have specific educational needs because of the very good teaching and support provided for these children.
19. Throughout the school, staff expectations are very high and difficult behaviour is worked through systematically and consistently to ensure that pupils work through their problems. Some very good examples of this were seen in individual sessions taken by the SENCo. A significant strength is the way teachers plan the right activities and pitch work at the correct level for pupils. Lesson plans show this very well and usually make it clear what different groups will learn. For example, in a Year 6 geography lesson, very good account was taken of pupils' literacy levels in tasks that related to comparing localities in Lambeth and Dulwich. In most classes there is also very good use made of both introductions and plenary sessions; this ensures that pupils are very clear as to what they will learn and should think about, as well as reinforcing key vocabulary and skills.
20. In almost all classes there is a very good emphasis on pupils working together and tasks are made very interesting and challenging. The excellent relationships with one another and their teachers mean that pupils are very eager to please and 'have a go.' As a result, pupils apply themselves really well to what they are doing. Management of behaviour is exceptionally strong and, as a result, there are few behavioural difficulties. Teaching assistants are, on the whole, a very skilful and informed group of staff who plan lessons closely with teachers and who usually have a very clear role in lessons.

Assessment

21. The school has made considerable improvement in the way in which it monitors pupils' progress in subjects and in other aspects of their development, and this is helping to raise standards in relation to achievement and teaching even further. Assessment and monitoring of pupils' progress are now very good, overall. Teachers use the information gained from assessments very well, both to set targets for groups and individuals and to adapt their own

teaching plans. The use of assessment is particularly strong in English, mathematics, science and ICT. In the other subjects, end-of-topic assessments ensure that teachers think carefully about what pupils have achieved. In subjects such as history and geography there has been a very good analysis of the curriculum to ensure that pupils' historical and geographical skills are tracked, but currently this information needs to be more regularly tied into National Curriculum levels. The school is aware of this and is looking at ways of strengthening their practice in non-core subjects. Teaching assistants are used very well in some classes to carry out observational assessments of pupils.

22. Individual education plans (IEPs) are used well to support the learning of pupils with SEN and are well informed by teachers' assessments and informal observations. On the whole, they focus on pupils' 'key' special educational needs very well and staff, parents and pupils are aware of what pupils now need to learn next. The plans are linked effectively to assessments made for Annual Reviews and most teachers plan their lessons well to ensure that such needs are taken into account.
23. Assessment is very strong in the Foundation Stage, where very good use is made of the Foundation Stage profile and of the Nursery's own entry profiles, including a home visit profile. There are excellent links with other practitioners, such as the educational psychologist and speech and language therapist, who support provision for pupils' SEN. This ensures that information is shared and reflected upon to ensure that programmes are as effective as possible for meeting the children's needs. A strong self-devised base-line assessment is in place, as well as the national Foundation Stage profile. In addition, Nursery staff undertake regular observational assessments and meet regularly to plan and reflect on children's progress and achievement together. Targets are set with pupils and shared with their parents. All this strongly supports staff's understanding of where children are and what now needs to be done, and so maximises children's attainment and progress.

The curriculum

The school provides a good range of learning opportunities. The curriculum is broad and, in the main, mostly balanced well. Opportunities for enrichment outside lessons are also good. The curriculum in the Nursery and Reception classes is very good. The accommodation is good and the resources to support pupils' learning are very good.

Main strengths and weaknesses

- The curriculum for children in the Nursery and Reception is planned very well; this is because of the high degree of knowledge by staff of the children's needs and how to plan to meet these.
- The school is reviewing the make up of the curriculum to provide opportunities that are better integrated and where all subjects are given due emphasis.
- Provision for extra- curricular sports activities is good but there are limited residential and sport opportunities.
- Despite the limitations of the outdoor accommodation, the school has worked hard to produce an environment which is strongly conducive to pupils' learning.
- Good numbers of mostly very experienced staff significantly enhance the opportunities pupils have and provide them with very good support.

Commentary

24. The curriculum in the Nursery and Reception classes is very good, overall. Children following the early learning goals are very well prepared for the next stage of their education. Teachers' very good planning and knowledge of children's needs, the interesting activities prepared and the careful balance of teacher and child-led activities allow children to grow in independence but within well-defined parameters. The very good curriculum provides a wide range of

stimulating activities that are well designed to challenge and to meet all children's needs, including those of children with special educational needs or with English as an additional language.

25. The curriculum for pupils in Years 1 to 6 meets statutory requirements. Because of the need to support so many pupils who are learning English as an additional language, the school has an appropriate emphasis on English skills within the curriculum. However, given the 'pressures' on the curriculum and the finite time pupils have in school, it is reviewing the programmes of work to identify how stronger links between subjects can be made and to promote more 'joined up' learning. It has already made a very good start with producing very good extended writing opportunities in geography and history, for instance, and pupils are motivated by this approach to learning. As a consequence of curriculum priorities and some staffing changes, some subjects (such as design and technology) do not have as much attention. They are taught and meet statutory requirements, although the pupils' time for learning is less than recommended.
26. In English and mathematics the curriculum is very well developed and appropriate emphasis is given to these subjects. Both the National Literacy Strategy and the National Numeracy Strategy have been introduced highly successfully and are promoted very well. They have been very effective in raising standards. Throughout the school, strong emphasis is placed on the development of pupils' literacy and numeracy skills. Writing is used well in other subjects and there are opportunities in science and geography to extend mathematical skills. In Year 6, gifted and talented pupils are given extra English and mathematics help, both within school and at the local secondary school. This really challenges their thinking and encourages motivation. These pupils also take part in a national mathematics challenge, held annually. Much support is provided for pupils to improve their literacy and numeracy skills and the school benefits greatly from initiatives such as the additional literacy strategy, 'booster' classes and 'springboard' for mathematics.
27. The curriculum is enhanced very well by its emphasis on music and dance opportunities after school, but there are few opportunities for sports activities outside the school day. The school does not currently organise any residential or overnight off-site activities and this limits pupils' experiences in building self-confidence and pursuing curriculum areas in a contrasting environment.
28. The very good improvements in the use of ICT since the last inspection have provided very effective support for teaching and learning in other subjects. This was particularly evident in the mathematics teaching. Advisory teachers have provided good and effective support in the development of physical education and dance. The school's provision for PHSE is good. It underpins the ethos of the school and prepares children well for learning by emphasising the need to value themselves and one another. Although there is not yet a scheme of work to provide continuity and progression in the subject, aspects are very well integrated into other subjects and support for pupils' personal development and understanding of citizenship is firmly embedded in the everyday work and ethos of the schools. The school recognises the need for a more formal programme to be produced in order to further strengthen its provision.
29. The school's provision for pupils with special educational needs is very good, as is the provision for pupils with English as an additional language. Good procedures are established for the early identification of pupils who need additional support. Very good individual support is provided, either to work directly with pupils or to monitor and support them in lessons. For pupils with SEN, IEPs are very well used to plan work appropriate to pupils' needs in lessons.
30. The school has a good number of very well experienced teachers for the number of pupils on roll. Additional teaching is provided from a number of sources, such as instrumental tuition and specialist staff from the local education authority. The very good number of experienced teaching assistants very effectively supports the work of teachers in classrooms. Very good support is given to new teachers through monitoring and observation of lessons.

31. Accommodation is good, overall. It has been adapted very well to provide some spacious and very well organised classrooms which maximise pupils' learning. This is especially the case in Years 5 to 6, although there are plans in hand to enhance space in Years 1 to 4. In addition, there is a sufficient number of smaller rooms that are well organised and resourced to provide space for additional teaching groups. However, space for pupils in Reception and the Nursery is small, although very good use is made of it. Space for physical education is limited, although, once again, used very well. For example, the school hall is too small to meet the needs of the older pupils and there is a limited amount of space outside to further the development of outside games and athletics.
32. The outside space has been developed very well to provide extra opportunities for play and curriculum use. For example, the school garden now provides pupils with opportunities to further their learning in science and for the younger pupils, further opportunities for creative play and physical development. Resources are plentiful and used well to promote pupils' learning across the curriculum.

Care, guidance and support

Pupils are very well cared for and supported. The Christian tradition of worship, doctrine and service to community underpins the day-to-day working of the whole of this multi-ethnic school community. There is good involvement in identifying pupils' views through the School Council.

Main strengths and weaknesses

- The school makes very good provision for the care and support of all groups of pupils and for their welfare and well-being; this positive feature of the school is founded on the school's pervasive Christian ethos.
- There is a strong sense of community involving all staff and pupils.
- Pupils benefit from the positive and trusting relationships in the school.
- Teachers work hard to ensure academic success and good personal development of all pupils.
- The induction and transition arrangements are good and well developed.

Commentary

33. The school is a happy, harmonious and well-organised community, providing a safe, secure and very caring environment for all its pupils. The ethos of care and service to the community has a positive impact on pupils' achievement. This is confirmed by positive comments from the parents.
34. All staff, working as a team, make a positive contribution to this ethos. Each pupil is valued and respected in the school and feels secure. This has a positive impact on their attainment and progress. Staff are well focused on pupil care and support. They pay meticulous attention to protecting pupils from any harm and promoting their health, safety and well-being to a high standard. Teachers know their pupils well and respond to their needs.
35. There are very good child protection procedures. The school demonstrates a positive, proactive approach to health and safety within the school. External auditors have reviewed the current draft of the school's health and safety policy and procedures, suggesting additions and amendments to improve further the existing arrangements and practice. These will be included in the draft and the revised version of the policy will be available to school governors, for their perusal, before the end of the spring term. Adequate numbers of staff are trained in first aid, and fire drills are held at different times of school day, towards the end of each term.
36. Teachers know their pupils well and have a good understanding of their emerging strengths and weaknesses, and readily respond to their needs. The school's tradition instils a sense of fairness and justice, trust and friendship between teachers and pupils. Good rapport exists amongst pupils. Staff provide very good role models for pupils by demonstrating ways of

working together co-operatively in classrooms and about the school, welcoming visitors and being constantly courteous in their personal relationships. There is a very strong ethos of care and consideration for others, which permeates through the whole school community.

37. The school provides appropriate opportunities, in subjects such as mathematics, for higher-attaining pupils. It is very effective in identifying and making appropriate provision for pupils with learning difficulties and for those acquiring English as an additional language. The school collaborates with outside support agencies and offers a high level of support in lessons. Teaching assistants are patient and supportive with all these pupils, and make a very positive contribution to their learning. An inclusive commitment is shown to these pupils, who are an integral part of the school community.
38. The school monitors academic achievements of pupils very well, enabling teachers to make very good provision of support, advice and guidance to pupils. Any difficulties arising from pupils' unacceptable behaviour are identified and acted on promptly, involving parents where necessary. The school continuously tracks achievements of pupils as they progress through the school. Pupils' attitudes and the rigour with which they pursue their academic work are included in yearly reports to parents.
39. The PSHE/Citizenship curriculum makes a strong and effective contribution to pupils' personal development. Teachers monitor it informally, and include it in pupils' annual reports. The PSHE syllabus incorporates circle time for all pupils, and sex and drugs misuse education for pupils in Year 6. The school also participates in a Healthy School Initiative, promoting good health, self-confidence and taking responsibility for one's own action.
40. The school handles younger pupils' entry into the Nursery and the Reception class and their subsequent transfer to Year 1, very well. Every effort is made to ensure the welcome and induction of pupils entering the school at other times.
41. Pupils make a positive contribution to the work of the school and in its development through the School Council. The school diligently considers pupils' suggestions and at times implements them; for example, the recent recommendations for cleaner toilets and more fund-raising events. This gives pupils the opportunity to work collaboratively with others as well as to extend their understanding of other points of view and raises their self-esteem and self-confidence.

Partnership with parents, other schools and the community

The school has established a very strong and enduring partnership with parents. This is one of the strengths of the school. The school is successful in establishing purposeful links with the local community, schools and colleges.

Main strengths and weaknesses

- The school and parents share the same Christian doctrine in terms of ethos and values; this has a positive impact in creating an effective understanding for all aspects of school's life and work.
- Parents are very positive about the school and hold it in high regard.
- The school consults and involves parents in its work and provide high-quality information about the school community and their children's attainment and progress.
- Parents encourage their children to participate in extra-curricular activities such as, music, choir, drama and dance.
- The school works closely with the local community.

Commentary

42. The school's partnership with parents is very good. Responses to the parents' questionnaire indicate a high level of support for the school. Parents, in general, are very pleased that the school is approachable and has high expectations of their children, who like the school, behave well and are achieving well. The inspection team found substantial evidence to support the parental views.
43. The school is highly successful in establishing effective links with parents. Parents feel welcome and are encouraged to play an important part in their children's learning at home. The school has produced a useful guide for parents about helping Nursery and Reception year children at home. It provides a topics-related curriculum guide, informing parents about the best way to help their children at home. The school organises training workshops in ICT, language and communication, and mathematical thinking for parents with pupils in Years 1 and 2. This has helped them to gain confidence in the use of computers and to enhance their literacy and numeracy skills. Parents appreciate that they can approach individual teachers or the headteacher or deputy headteacher, and concerns are resolved promptly with care.
44. Parents receive a good range and quality of information, including administrative and pastoral, from the school as the occasion demands. There are regular formal and informal meetings for parents, and their attendance at these meetings is good. Detailed and comprehensive reports inform parents about their children's academic performance and personal development. Occasionally, however, subjects are not always reported on, if they are not taught at the particular time of the report and the school is taking steps to address this. Parents do, however, receive a verbal report at the time of the parent consultations.
45. The school has established good arrangements for involving and informing parents whose children have special educational needs. The school explains policies and procedures to parents, who are invited to all review meetings, and most choose to attend. Parents are well informed about the progress of their child. They can speak to staff informally at any time, when problems occur. Although there are certain minor omissions from the governors' annual report, it provides useful information to parents. The prospectus is a clear and comprehensive document, informing parents of the school's aims and curriculum, the intended ethos and its basis in the Christian doctrine of service, health and welfare and achievements by pupils.
46. Most pupils transfer to a range of schools, both locally and further a field. They and others, who transfer to other secondary schools, are well prepared for moving on to secondary education as they attend 'taster days' and induction sessions.
47. The school and the community work in harmony and enjoy good links. The school uses these links well to enrich the experiences of pupils. Being a 'Beacon School,' St John The Divine, has acquired a unique status in the local community. Strong links with the local community, including those with local churches and other primary schools in the borough, contribute effectively to pupils' learning. The school provides placements for trainee teachers. It provides opportunities to secondary school pupils for their work experience. The Royal Ballet in Covent Garden chooses a few pupils with talent for dancing, providing them with good opportunities to participate in performances with the professional artists.
48. Some two-thirds of pupils in Years 3 to 6 play a musical instrument, and a significant number of these pupils attend Saturday classes at the Centre for Young Musicians. The school choir participates in carol services. The school has a well-known local artist in residence. Pupils and the community have access to the school's new purpose-built art studio. Close links, with the local Vassall Youth Partnership, provide specialist training in drama for the pupils. Once a week, volunteers from a local television company visit the school to play mathematical games with Year 2 pupils during lunch-time.

49. The school, in collaboration with its pupils and their parents, raises funds for local and national charities. A committed group of parents, organised through Friends of St John the Divine, helps to raise funds for the school. Various social events help to develop positive relationships within the whole school community.

LEADERSHIP AND MANAGEMENT

Leadership and management are excellent, overall. Leadership by the headteacher is outstanding; that provided by the senior management team is also excellent. The headteacher's determination to raise standards and improve the quality of provision from a time when the school had immense problems has been exceptional. Overall, the management of the school is very good. The governors support the school very well.

Main strengths and weaknesses

- The school's 'sights' are kept high and there is an exceptional vision for further improvement based on strong self-evaluation.
- Teamwork and morale are high and the work of the senior management team is excellent.
- The leadership of SEN and EAL is very good; there is a very strong commitment to inclusion.
- The governors' knowledge of the school, and the support and challenge they offer, are very strong.

Commentary

50. The headteacher has made a considerable difference to this school. In the eight years the headteacher has been leading the school, the provision has gone from strength to strength. It has changed from the place where pupils' behaviour was poor and standards were low, to a place where pupils reach high levels of attainment, behave very well and where they achieve exceptionally well from their starting point. The headteacher's inspirational leadership has resulted in a highly vibrant learning environment, built on a foundation of very strong Christian values, very good relationships between staff and pupils, and an excellent commitment to high achievement and inclusion.
51. Morale is exceptionally high and teamwork very strong. Staff's commitment to the school and to the pupils is exceptional and teachers and assistants are always striving to make school a better place. In a part of the country where staff recruitment is a problem, this school has a very strong, stable, staff complement; some staff have returned to the school after moving positions and some travel long distances to work. Any new staff are exceptionally well supported and the school is very clear on the quality it expects from its teachers. The school checks very rigorously that the impact of its work is effective. Through senior staff's efforts, new staff have been coached well to become very effective teachers.
52. Part of the exceptional ethos of the school is the headteacher's and senior management team's constant critical evaluation of how well things are done and how they can be better. This approach has a very strong impact on the pupils' view of themselves and their self-evaluation of their work. Because of this, they, too, strive very hard to do better.
53. Senior staff inspire pupils and other staff with their exceptionally high level of determination and enthusiasm. The senior management team complement each other's skills very well. Their responsibilities are clearly defined and they undertake them to the fullest of their ability.
54. Planning for school improvement is very strong, overall, although all plans could be better costed to aid efficiency. The plans are perceptive and evaluative, leading readily to adjustments in practice as needed. Clear priorities are discussed and full collaboration takes place to ensure that the right things are being focused upon. The targets and action are

reviewed regularly by senior staff and governors and modifications made as necessary. This makes for very smooth planning because the progress towards targets is monitored continuously.

55. Management is very good and the school's documentation to support and guide practice, especially of new teachers, is excellent. All necessary policies, including a race equality policy, are in place. Guidance is reviewed regularly and thoroughly evaluated for its impact. Everyone is clear about their responsibilities as co-ordinators and how to carry these out. Some new staff have not yet undertaken their full role, especially with regard to monitoring. There is a clear enthusiasm to do this and a determination to further improve subject provision.
56. Governors considerably support the leadership and management of the school. The governing body is very effective and governors have a very detailed knowledge of the school's work, although there is still reliance on the headteacher for some information. Governors see it as central to their role to support, but also to be a 'critical' friend, although some aspects of this still need development. They are determined, alongside the headteacher, to make the provision even better. Some are regular visitors to the school and they check and evaluate the school's work in relation to their own priorities and areas of responsibility.
57. The very strong leadership and management of the provision for SEN is one of the major reasons why these pupils' needs are so well met. Support for pupils with special educational needs is led by a highly committed and expert teacher, who audits practice and monitors the pupils' progress very carefully. Support for their needs both in class and for groups is very good; it leads to further, improved inclusion for pupils. Leadership and management of EAL are also very good. The school, with its ethos of respect, includes and celebrates the diversity of pupils. This work is undertaken very successfully by the dedicated specialist teacher who supports pupils with English as an additional language.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	922,810
Total expenditure	860,266
Expenditure per pupil	3,645

Balances (£)	
Balance from previous year	-2,786
Balance carried forward to the next	56,789

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good** and has some excellent features.

Children who enter the school's Nursery have varied skills, knowledge and understanding on entry but mostly, they have limited skills, particularly in the areas of communication, language and literacy and personal, social and emotional development. A few have skills similar to or even above those of other children of their age. By the end of the Reception their skills are still delayed in comparison with others of their age, but they have made very good and often excellent progress and their achievements are high in all areas of learning. Most children are on track for achieving levels similar to those of other children of their age in the areas of learning, although a significant minority are not, particularly in communication, language and learning and in knowledge and understanding of the world because of their low starting point. This is the result of the strengths in teaching, planning, relationships, learning opportunities and teamwork, as well as the school's ability to provide full-time nursery experiences for its children. Particular strengths are in the foundations laid for literacy, for working together, for self-help skills and social awareness and in the children's enthusiasm to learn. Teaching is very good and has many excellent features, particularly in Reception, where the teacher has much experience, and in the contribution that teaching assistants make to lessons. Teachers' very good planning and knowledge of children's needs, the interesting activities prepared and the careful balance of teacher and child-led activities allow children to grow in independence but within well-defined parameters.

The very good curriculum provides a wide range of stimulating activities that are well designed to challenge and to meet all children's needs, including those of children with special educational needs or with English as an additional language. The provision is exceptionally well led and managed. Nursery and Reception staff plan together and new staff are very effectively inducted into the school's curriculum and approach. Very good observational records are kept of children, which are then used very well to modify curriculum and to provide extra support when necessary. This means that everyone is very clear about what they have to, including the children, and this supports progress even more. There are excellent partnerships with parents and with other professionals such as the educational psychologist. The SENCo and the EAL specialist work extremely well with the Nursery and Reception teachers and the very good teaching and excellent small group support provided by all staff, as well as the careful linking into the main school ways of delivering literacy and numeracy, ensure that all children have a flying start towards the next stage of their education.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good** and has some **excellent** features.

Main strengths and weaknesses

- Staff's excellent understanding of the children's needs and the very good teaching ensures that children achieve very well.
- Children with special educational needs and EAL make considerable progress in relation to their confidence, willingness to join in and their awareness of and work with others.
- Children develop strong self-help skills and make considerable gains in self-esteem.
- High expectations, very clear nursery routines and very strong, but sensitive, management and organisation of groupings ensure that children behave very well indeed and are developing very good attitudes to learning.

Commentary

58. Although children enter the Nursery with lower attainment in this area than many others of their age, the very good teaching and the opportunity for full-time placement means that in the Reception year most are on line for levels expected for children of their age.
59. The Nursery and Reception classes provide a very secure base for all children, including those who are apprehensive of new experiences or new contacts. Through the expert support and very good teaching provided, they grow in confidence, self-esteem and develop excellent trusting relationships with others. Children's awareness of others and of their own capabilities is very well nurtured through careful observation, planned routines and lessons and the many formal and informal opportunities provided. Greetings, lunch-times, snacks and drinks time and circle time sessions are used to extend the children's involvement with one another and with staff. These sessions provide predictability and stability for the children, who make progress in the ways in which they watch others, listen, share, wait for their turn, co-operate and contribute over time. Occasionally, in the Nursery, circle time is somewhat difficult to manage because of the need to get ready for lunch and not all children have similar opportunities to make their contributions to others, but staff are considering how this might be done more effectively. During lunch and snack times and activities in all areas of learning, children's self-help skills are supported and developed very well, as they are encouraged to make choices and take responsibility for these and for their actions. Staff's detailed knowledge of the children and very good management of their behaviour ensure that they are challenged very well in these sessions. Teachers and support staff have a very good understanding of children's needs. They plan very effectively together, and small group work with the EAL co-ordinator is particularly successful in enabling these children to join in and see their ideas valued. All staff manage the children very well and give very clear messages as to how children themselves should think about their behaviour and what they are doing. This helps children understand right and wrong and the point of view of others and they quickly adapt to Nursery and Reception routines.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**. It has **excellent** features.

Main strengths and weaknesses

- Teachers and support staff provide an environment which supports and extends children's communication highly effectively, and the teaching is very good.
- There is a very strong partnership with the SENCo, EAL specialist, and outside professionals, such as the speech and language therapist and educational psychologist, which ensures that children with particular needs have their needs very carefully planned for, documented, shared, supported and celebrated.
- Foundations for early literacy are very well laid indeed.

Commentary

60. Although standards in this area are still a little below those expected for children of their age by the end of the Reception class, children make very good progress in communication, language and early literacy skills because of the very good teaching in all of the classes. Staff are very sensitive to all children's communication attempts, whatever they are, and seize on them and extend them. This means that children gain in confidence in self-expression and communicate more freely with one another and the adults around them. The excellent relationships and work with the specialist EAL teacher, the SENCo and the educational psychologist ensure that children's needs are very well known and their planning and support take account of these. Children's ideas are listened to carefully and, because staff use questioning very well and are very good listening models themselves, children make very good and often excellent progress

in the ways in which they share their ideas and listen to those of others. Sometimes, in larger groups in the Nursery, children have to wait for too long for a turn, and it is difficult for them to see because of the space available. However, time is generally used very well.

61. A love of stories is fostered throughout the Foundation Stage and children make very good progress in their understanding of the way books work and in their narrative skills. The expressive story telling of all the Foundation Stage staff, the use of songs and class routines, systematic support for recognising sounds and patterns and clear expectations about behaviour mean that children progress very well in their early literacy skills, listening and attending skills and attitudes to books. They make very good progress in their mark-making with pencils and paints, through the many opportunities provided to practise these skills, and many are using 'have-a-go' writing with confidence in reception. Some higher attainers in the Reception class recognise all letter sounds and the words in early reading books and retell a favourite story very effectively. The very strong teaching and support in the Reception class, including the close planning and links with Nursery and with the Year 1 class means that children are very well prepared for the demands of literacy lessons when they move on to the next class.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good teaching in a range of practical activities as well as in timetabled mathematics sessions and group work, ensures that very good foundations for children's awareness of shape, capacity and number are laid.
- Achievements are very good and often excellent, particularly in number and 'mental mathematics'.

Commentary

62. Teachers take every opportunity to reinforce early counting with children, to help them to 'sort' things according to colour and shape. Class routines, singing and counting games offer many opportunities for children to hear and to practise counting and sorting and they make very good progress, increasingly joining in. The most able children count freely, match numerals and a few count on when they are asked to say how many altogether. In the reception class the highest attainers know that 10p and 10p make 20p, recognise a range of coins and can order most according to value. They count backwards and forwards to 20 and some count in 2s and complete simple sums with enthusiasm. The use of role-play in shopping and the very good use of weather and calendar work and timetables means that children's awareness of time and the language we use to talk about it, are developing very well. Almost all children will attain levels close to those of other children of their age in mathematics, particularly in number, shape and size, though a few will not, either because of their special educational needs or, because of their EAL needs they have yet to master some of the language. Nevertheless, these children have made very good progress from their starting point and their achievements are high. Teaching is very good in mathematical development and often excellent. No opportunity is lost for reinforcing ideas – knives and forks, drinks are counted and discussed as children get ready for lunch or breaks; shapes are explored when new things are brought in; singing and action rhymes enable children to count backwards and forwards. Sand, water and constructional activities enable children to learn further about shape, size and volume and mathematics is particularly well explored and supported in all areas of children's work because of the staff's very good ability to recognise and plan opportunities for doing so.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is very **good**. It is often **excellent**.

Main strengths and weaknesses

- Children's curiosity and interest in the world is promoted very effectively.
- The topic approach ensures that children's learning in different areas is very well integrated and this helps them understand very well.
- The very well-planned lessons and very good explanations given by staff, including their use of very good resources, enable children to learn very well so that their achievements are high.

Commentary

63. Although standards in this area will still be below those of other children of their age by the end of Reception class, because of the high level of need of some children and their low starting point, children have made very good progress and their achievements are high.
64. Teachers organise their rooms and timetables so that there are many interesting opportunities available for children to explore their environment. Staff encourage children to look carefully at the world around them and are strong models themselves in the way they introduce and share interesting things; this captures children's interest and motivates them to look and attend for longer and share what they themselves have noticed. The rolling programmes of topics supports children's developing awareness of the world very well. In addition, Nursery and Reception routines are very effective in helping them to understand the passage of time as they plan their day and look at weather charts and have stories about events and people in the past. There is very good use of ICT in classrooms to engage children's interest and to build up their skills. Photographs, outings, the local environment and stories are also used very well to help children become aware of the world around them and the passage of time. Very good foundations are laid for science as the children learn about animals, growing things and the properties of objects. For example, a lesson in Reception, where the teaching was excellent, explored 'balances', as a preparation for 'pulleys', within a theme of 'push and pull.' The teachers' very good use of visual aids and use of language challenged everyone to think and allowed everyone to understand at different levels. An excellent range of follow-up activities reinforced children understanding further.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's physical development and skills are very carefully monitored.
- There is very strong support for children's gross and fine motor skills, but more planned opportunities for use of large play toys, such as bicycles, could improve some children's physical development and co-ordination even more.

Commentary

65. The majority of children will achieve the standards expected for their age in this area. The very good teaching and very well planned support for physical development provides them with a carefully considered physical curriculum for their age. The hall and outside environment is used very well to support larger motor skills. Teachers use hall activities, games and action rhymes very well to support children's awareness of their body and body control. Children are supported towards achievements and challenges in the hall, as they balance, stretch and move in various ways and directions. Children enjoy their lessons tremendously and are very proud of their achievements. The use of large constructional toys, for example, to make see-saws

and 'balances' in outdoor activities in the Reception class, challenged and developed children's body awareness further. However, Reception children do not have planned and systematic access to bicycles and other large toys, except for 'play' at lunch-times. More planned access would support some children's co-ordination even more.

66. There is very systematic support through a range of pencil, painting, mark-making and creative activities for fine motor control and children make very good progress in the ways they handle these. They make very good and sometimes excellent progress in their self-help skills. Staff are very skilled in giving children just enough help as they dress and undress and try to complete a task. This means that Nursery and Reception children make very good progress in the physical skills needed in these areas such as beginning to do up buttons, pull, push, complete jigsaws and use a range of utensils.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**. It has **excellent** features.

Main strengths and weaknesses

- Excellent use of role-play, singing and music supports children's achievements, enthusiasm and interest in these areas and in their topic work very well.
- There are excellent partnerships between the specialist music teacher, EAL teachers and SEN specialists that ensure that all work is followed up and all groups are included.
- Very good learning opportunities are provided for laying the foundations for children's later art and design and technology work and skills related to these.

Commentary

67. A rich and varied range of activities, including timetabled music and story-telling, art, design and technology and ICT timetabled activities, as well as free play opportunities are very well taught and support pupils' very good progress from their starting point in these areas. Many children on entry have had limited opportunity for such play and exploration of materials and ideas, particularly in shared play with others, and their achievements, by the end of Reception, are very close to those of others of their age, particularly in music, art and singing. In other aspects, such as role-play and imaginative play, a significant number are below the levels expected for their age, because of their very low levels on entry and their language needs, but they too have made very good progress from their starting point. Singing and music are used highly effectively as part of Nursery and Reception routines and to support their understanding of topic and mathematical ideas.
68. Staff engender in children through this a love of sound and music and have the excellent support of a specialist music teacher, who both teaches the children and also helps devise new songs about the children's work. In addition, children are developing excellent musical recognition as they clap and tap out rhythms. Reception children, for example, recognise a number of musical instruments and know that some you 'hit' and others you 'shake or blow'. The children's enthusiasm for singing and their tunefulness is sometimes remarkable and most are happy to sing parts of songs themselves. Staff's expressive story-telling ensures that children are beginning to develop their imagination very well in the Nursery and the excellent range of opportunities provided in the Reception class extend this further as children use shops, dress up or simply retell a favourite story.
69. As they progress through the Nursery and Reception children make noticeable strides in their awareness of and use of different materials and colour in their art activities and in their drawings. Their work is always celebrated and praised and very well displayed around the rooms. This makes the children extremely proud – they are keen to show their work to others and, from the beginning, because they know that what they do is valued, they try their best.

70. The use of large constructional toys to make see-saws and ‘balances’ in outdoor activities in the Nursery challenges children’s body awareness further as they complete. The outside play area is used to great effect to explore different constructional materials and build. However, the size of the Nursery classroom is relatively small for this on days when the weather prevents outside use.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**, overall.

Main strengths and weaknesses

- Pupils reach high standards by Year 6.
- There is very good teaching and learning and very effective specialist support.
- Very good range and quality of resources.
- Very effective leadership and management helps ensure that the highest standards are reached.
- Writing skills are not fully developed for some pupils with reference to spelling, handwriting and presentation.

Commentary

71. Standards in speaking and listening, reading and writing are well above average by the end of both Year 2 and Year 6, with the more able working towards the higher levels. This is broadly consistent with the results of 2003 national tests at the end of both Years 2 and 6. Overall, pupils’ achievement in English is excellent, particularly by Year 6. Their very high achievement is due to several factors, including very effective, ‘expert’ teaching, pupils’ very positive attitudes to learning and the way language and literacy skills are very well promoted throughout the school. There is no significant gender or ethnic difference in learning, and pupils with special educational needs and those learning English as an additional language make very good progress. Last year’s key stage variation in pupils’ performance in the subject is due to issues relating to particular cohorts of pupils. The school has put appropriate strategies in place to remedy these.
72. Pupils develop their speaking and listening skills in a variety of contexts, including presentations in assembly. Teachers encourage them to share their views with their peers and contribute to classroom interaction. The opportunity to speak to an audience enables most pupils to extend their vocabulary, though not always to project their voice appropriately. Other planned opportunities to promote pupils’ oral skills include circle time, School Council, role-play and drama. Teachers’ high expectations of pupils and pupils’ ability to sustain concentration make a good contribution in this respect. This is more evident at the top end of the school. However, the school has not yet developed a formal approach to assessing pupils’ speaking and listening skills.
73. Reading enjoys a high profile in the school. It is developed in a variety of ways, including the use of a poem written each day by the headteacher covering themes that might occur in pupils’ lives - an excellent way of promoting reading and inspiring pupils to reflect on what they read. The well-established practice of teaching letter sounds and how they are combined to form words enables pupils to read with accuracy and fluency by the end of Year 2, though some read at an inappropriate speed and show limited inference and deduction skills. Most older pupils are independent readers, and many show a passion for reading, as was evident from the high level of enthusiasm with which they talked about books they read individually or in a group reading session. Access to a wide range of authors and texts leads to most pupils

demonstrating, by the end of Year 6, a very good awareness of how authors structure their stories. Pupils of all abilities are encouraged to develop their research skills from an early age and many demonstrate higher order reading skills such as skimming and scanning.

74. Pupils throughout school write for a variety of purposes, though standards attained by higher-attaining pupils at Level 3 did not match those they achieved in reading in the latest national tests. Most Year 2 pupils write character profiles with higher attainers using consecutive adjectives and complex sentences in describing their favourite wild things. Some pupils lack confidence in developing their plan into a piece of writing. Younger pupils have started developing their writing through labelling and describing activities. Year 6 pupils demonstrate a very good understanding of how to develop notes into a detailed story structure. Pupils in Year 3 can sequence a story, though some have difficulty with spelling and developing their writing independently, whilst those in Years 4 and 5 can identify features of an explanatory text. Pupils have writing targets, and there is evidence of drafting in older pupils' work, ranging from note-taking to writing summaries and formal reports. Pupils use a wide range of vocabulary, including adjectives and connectives. Some older pupils show very well-developed skills in using language and imagination, and a good grasp of grammar including the use of clauses in a compound sentence.
75. Teaching is very good, and has some exceptional features. Lessons are well planned and resourced, reflecting teachers' very good subject knowledge and the use of a variety of approaches in the majority of cases. There is, however, some inconsistency in the way concluding parts of lessons are handled. In some cases this is done highly effectively; in others it is never less than satisfactory but could be raised to a level which was consistent in every class. Teachers' effective questioning and explanation enhance pupils' response whilst ensuring their understanding of tasks. In exceptional teaching, observed in Year 6, and in the work of specialist teachers supporting pupils with special educational needs and those learning English as an additional language, activities are varied to sustain pupils' interest and concentration and there is emphasis on the direct teaching of grammar and vocabulary. All of this reflects some improvement in teaching since the previous inspection. Teaching has a very good impact on pupils' learning, as they demonstrate high levels of motivation and enthusiasm, responding positively to their teachers' high expectations. Most pupils are well-behaved and show well-developed co-operative and collaborative skills.
76. The subject benefits from very good leadership and management. The National Literacy Strategy is well embedded. The subject is well resourced, and additional emphasis on literacy, together with the use of poetry and drama, enriches pupils' learning opportunities, including homework. Stories and topics used in literacy make a very good contribution to pupils' spiritual, moral, social and cultural development. Well-established assessment and monitoring procedures are in place, including a tracking system, and there is evidence of assessment informing planning. The school's action plan reflects a good awareness of the subject's strengths and what needs developing further.

Literacy skills across curriculum

77. Literacy skills are very well developed in other subjects, and most pupils make effective use of information and communication technology to develop their literacy skills. The emphasis on subject-related vocabulary provides a word-rich environment. In history, for example, pupils write biographies of famous people and past events such as The Great Fire of London. In geography, they undertake research and write reports on contrasting localities. In science, they record the results of their investigations, while in religious education they retell Bible stories.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are high in Year 6 and pupils achieve very well.
- ICT is used effectively in Years 3 to 6 to support learning in mathematics.
- Mental skills are very well taught; teaching in Year 6 is 'expert'.
- Pupils are very keen in their lessons and try very hard.
- Planning is very good.
- Pupils' work is well presented.
- Assessment is used well and marking is consistent.

Commentary

78. Results in the National Curriculum tests in 2003 in Year 2 were average but inspection evidence shows that more pupils are set to achieve higher levels of attainment in the national tests in 2004. Currently, standards in Year 2 are above average. In Year 6, standards were well above average in all areas of mathematics in the 2003 tests and evidence shows that pupils should attain similar results this year. Given their low starting point, pupils achieve above average attainment in Year 2 and by Year 6 their attainment has risen to well above average. Very good progress is made in Year 6 due to some excellent and very good teaching in classes grouped by ability, which address the needs of all pupils.
79. Overall, teaching and learning are good in Years 1 and 2 with some very good teaching observed in Years 3 to 5. This is as a result of the consistent approach to planning and assessment. A good example of this was observed in a Year 2 class where the teacher's rigorous planning ensured that pupils built on their skills systematically in a lesson on telling the time. Pupils moved from counting in five-minute intervals to understanding the idea of 'to' and 'past' the hour. Teaching assistants reinforce and support the learning very well. This was evident in a Year 1 class where a pupil with special educational needs was given individual support during a whole-class mental arithmetic session on ordering numbers. The use of individual assessment sheets focuses on strengths and weaknesses and provides a record of what pupils can and cannot do. Resources are plentiful and allow pupils to explore concepts through practical activities. This was particularly noticeable in a Year 1 class where pupils had to decide whether objects were heavier or lighter. Pupils used the equipment sensibly and were used to working in this way. The teacher emphasised and reinforced the use of correct mathematical vocabulary, which pupils then used in their own practical work. Scrutiny of pupils' work showed that while pupils were achieving well in Year 2 there needed to be an even greater difference in work given to the middle and higher attainers in order to fully challenge the more able.
80. The quality of teaching in Year 6 is excellent. The teacher plans very well for the needs of the pupils and the provision for those pupils of higher ability is challenging and designed to extend their thinking skills at a very high level. Comments in marking inform pupils how well they have done and what they need to do to improve. The extension work provided by the school and by the local secondary school meets the needs of higher-attaining pupils very well. Year 6 pupils, for example, were highly challenged to use their mental arithmetic skills in working out algebraic problems and discuss reasons for their answers. Overall, teachers' planning is very well matched to pupils' abilities and the pace of lessons was brisk and time was well managed. Teachers questioned pupils in order to assess their grasp of concepts and the three-part numeracy lesson was used consistently in all classes. The very good use of the interactive whiteboard was seen in lessons observed in Years 4 and 5. Teachers were highly adept at the use of this equipment, which focused pupils' attention and motivated them to succeed. At the same time, it allowed the teacher to fully concentrate on delivering the lesson

efficiently. It allowed maximum time to be given to developing pupils' knowledge and understanding. Through very good questioning and use of this visual resource the teachers were able to exemplify and explain mathematical concepts.

81. Pupils' attitudes are consistently very good, overall. They are enthusiastic in lessons and keen to participate. They work hard and their work is well presented in their books. Most classrooms contain mathematical displays that pose problems for pupils, often involving some practical work. Opportunities within lessons enable pupils to collaborate in pairs or as a group. This enables discussion and pupils show a high degree of respect for one another's opinions and ideas. A good example was observed in a Year 4 class, where pupils had to work out values on a weighing scale. The task posed a high level of challenge to the pupils who persevered, debating with each other and eventually reaching the correct answer. Their tenacity and patience was impressive.
82. Leadership and management are very good. The co-ordinator has an in-depth knowledge of her subject. She has resourced the subject very well and is aware of strengths and weaknesses through analysis of National Curriculum tests, monitoring of lessons and half-termly assessment tests. She has provided staff training and has also led workshops for parents, providing them with resources in order for them to help their children at home.
83. Since the last inspection standards have been improved upon and the use of ICT to support the teaching and learning in mathematics has been greatly improved.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because, overall, the subject is very well taught, especially in Year 6.
- Scientific methodology is promoted consistently and helps pupils to be clear on the nature of scientific enquiry and what is expected of them.
- Pupils could attain even higher levels more if they had a greater amount of time for learning and opportunities were provided to extend the higher attainers even further.

Commentary

84. Standards in science are currently above average for pupils in Year 2 and are well above average for those in Year 6. This represents very good achievement for all pupils and a good improvement since the last inspection.
85. Teachers' assessments made at the end of 2003 for the pupils in Year 2 indicated that their attainment was very high for those attaining at the expected level (Level 2) and above, although well below average for those attaining at the higher level (Level 3). These levels are similar to those for reading, writing and mathematics. The school is very successful at raising the level of attainment of pupils significantly so that all pupils achieve at the expected level. However, like the other subjects, attainment at the higher level is much more difficult to reach by Year 2. By Year 6, however, the picture is much changed and pupils' attainment at the expected level (Level 4) and higher level (Level 5) has been generally above average and is currently better than this.
86. Throughout the school pupils receive a very good foundation in all aspects of science. The quality and depth to which pupils' study the subject is considerable. The programme very strongly supports investigation and experimentation skills. A significant feature of the teaching is the way that pupils are asked to examine, observe, think and hypothesise. This is promoted very well throughout the school so that pupils are familiar with what is expected of them when tackling scientific enquiry. As pupils move through the school they build effectively on what is

learned previously. The oldest pupils clearly enjoy their science lessons and show very good knowledge of scientific ideas. They are very clear on the criteria for a fair test and are confident in setting up an investigation, although some still need some help with this.

87. The quality of teaching and learning are very good, overall. Teachers are very enthusiastic about the subject and make it very interesting for the pupils. They challenge them very well and are always finding ways to extend their knowledge and to link in mathematical or design ideas along with mathematical problems. For instance, in a Year 6 lesson where the teaching was excellent, expert use of the interactive whiteboard led to higher-attaining pupils working out the mathematical relationship ('factor') which connected the area/distance of an opaque object from a light source. Teachers are very committed to providing as much practical work as possible so that pupils are inspired and motivated. As a result, the pupils are motivated and work very conscientiously; often they want to carry on when the lesson has ended. Very good attention to key scientific vocabulary and to scientific ideas is helping pupils understand the reasons why things happen in an investigation and what the effects would be if factors were changed.
88. Questioning is of very high quality and leads to very high quality discussions among pupils. Marking is very perceptive, supportive, and helps pupils to improve well. Teachers' planning shows that work is very well planned to meet the needs and interests of the different group of pupils in the classes. Very good support is given by class teachers and teaching assistant to pupils with special educational needs and those with English as an additional language. Consequently, they make the same progress as other pupils.
89. The subject is very well led by a temporary co-ordinator (the headteacher) who teaches all the Year 6 science. He has a very clear picture of the strengths and weaknesses of the subject and what needs to be done to improve things further. There is an awareness that the time for learning the subject is a little below national guidelines and that there are not the same opportunities to extend higher-attaining pupils skills beyond school as are available in English and mathematics. Additional time and opportunities such as these could strengthen pupils' attainment even further.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- The school has a high commitment to ICT and especially to using computers as a 'tool' in all aspects of teaching and learning.
- Leadership and management are excellent and based on expert knowledge.
- Pupils' standards have risen significantly since the last inspection and are at least in line with those expected for their age; pupils achieve very well throughout the school.
- The quality of teaching is very good and has improved because of training and support.

Commentary

90. Provision for ICT has improved considerably since the last inspection. The school's ICT resources have increased enormously, giving pupils greater access to computers to practise their skills. Considerable investment, representing the school's high level of commitment to ICT, has already been made. Standards are now in line with the skills expected for pupils' ages at the end of Year 2. With the work currently undertaken and the practise and reinforcement pupils have in Years 1 and 2, standards are likely to rise further. Year 2 pupils are very confident and competent users of the computer and produce high quality work demonstrating their understanding of tools used in drawing and painting and in constructing graphs of information collected. By Year 6, the majority of pupils achieve the expected level with a significant minority attaining levels higher than this. For instance, pupils in Year 6

consider very carefully their 'audience' in designing and presenting Web-based information, and how layout and the quality of graphical information have a positive or negative impact on the viewer.

91. The improvements made are a result of the work of the highly enthusiastic, knowledgeable, and very competent co-ordinator. She has a very strong vision for the future development of the subject and has built a programme of work, based on the revised National Curriculum, which ensures that pupils can build very well on what they have learned previously. This, together with the training already provided for teachers and support staff, has improved the quality of teaching. Through team teaching and support for colleagues she is highly aware of the strengths and areas for improvement. Her understanding of recent technological development in ICT (using wireless technology, for instance) is leading to some radical ideas of how it can be taught and promoted. At present, pupils have very good opportunities to use ICT within class to support learning in other lessons and are systematically taught skills in the ICT suite which they are challenged to use and apply, especially to solve problems. The co-ordinator is aware of the limitations of the room (it is small, the layout causes management difficulties and it lacks adequate ventilation). However, despite the conditions, little of this affects the highly enthusiastic and conscientious pupils. In reviewing the updating of equipment, she is looking at alternatives which could provide more flexible ways of teaching ICT.
92. Staff skills have improved considerably since the last inspection. They have been very well supported by the co-ordinator and have a very good knowledge, not just of how to teach a particular skill but also in providing a high level of challenge, so that pupils think carefully about how a particular application could help develop an idea or solve a problem. This is why the pupils' skills are reaching the higher levels. Pupils' ability to work collaboratively is very good because this is emphasised and promoted very strongly by staff. The teachers provide very good quality demonstrations so that pupils can model their responses on the teachers' ideas.

Information and communication technology across the curriculum

93. Computers are used very well to support pupils' learning in other subjects, such as through the use of the Internet for research purposes but also in a wide range of ways, for instance, to record, write accounts in English or to solve problems in science. Exceptionally good use is made by teachers of the interactive whiteboards. The use of these for introductions and for demonstrating ideas, for instance in science, has a very motivating effect on pupils and helps them to understand ideas very clearly.

HUMANITIES

94. Only two lessons were observed in **geography** during the inspection and, although some work was available and there were discussions with pupils and teachers, it was not possible to make judgements in relation to all aspects of the subject. In the lessons observed, the teaching and learning were very good or excellent. The use of an interactive whiteboard, very good planning and lesson organisation, ensured that all children had challenging and motivating tasks to carry out that enabled them to understand much about their own environment and to contrast it with another.
95. Geography is currently taught in a topic cycle with history but, for some younger and less able pupils in Year 2, this time gap meant that they struggled to recall some geography facts and ideas. With prompting they did demonstrate age-appropriate, or better, understanding of how maps worked and of contrasting environments such as towns and seashores, but needed help for key geographical words. Year 6 pupils demonstrated good understanding for their age – for example, about urban environments, rivers and pollution and most used geography terms well. This is helped by the very good support for literacy and for geography vocabulary and

language seen in pupils' books, teachers' planning and around the class walls. However, there is a need to reconsider the length of time between geography projects, throughout the school, so that prior learning can be more easily built on for some.

96. The geography curriculum has been revised and geography skills identified for teachers to check pupils' learning against and this is a good improvement on the previous report. The strong co-ordinator has a good understanding of what now needs to be done to develop the subject, including the revision of timings of topics. However, there is also a need to ensure that geography is included in the annual reports of all children, even when it has not recently been a focus.

History

Provision in the subject is **very good**.

Main strengths and weaknesses

- Very good use of technology and of other resources supports the teaching and learning of historical ideas very well.
- The teaching is very good.
- By Year 6, pupils are very confident, enthusiastic and knowledgeable about the aspects of history they have studied and their achievements and standard are very good.
- There is excellent support for reading and writing within history.

Commentary

97. There has been a good improvement in the school's history provision since the last inspection. By Year 6, pupils' history skills are well above the level expected for their age and they have achieved very well indeed. The very good teaching enables pupils to use ICT to retrieve data about significant events, people and civilisations and to gain good insights into the relationship between historical fact and myth. In addition, in other topics, such as in geography, when comparing localities there are very strong links made to history that reinforce historical ideas.
98. Very good teaching in Years 1 and 2 and a very interesting well-thought-out programme of study, engage pupils' interest in history very well indeed. These pupils are keen to share their learning and relate the stories of a number of well-known historical figures, such as Florence Nightingale and Henry VIII, and make simple comparisons between Viking life and the current day. In Years 3 to 6, pupils explore different periods, such as the Victorian age. Computers are used particularly well in history as a teaching and learning aid.
99. Pupils are very keen to learn and respond well to their teachers' questions and involve themselves positively in discussions, openly imagining how they might feel if an event had happened to them. Some excellent support for literacy was seen in books and in lessons, and teachers are particularly skilled at maximising such opportunities whilst ensuring that the historical 'feel' of a lesson is maintained.
100. There is a very good scheme of work in place for history, from which teachers plan very well. The subject is very well led and managed by a very committed practitioner, who monitors planning, supports other staff and has carried out a particularly relevant audit of history skills to ensure that these are focused and built on. Assessment has been similarly strengthened and is used effectively to guide progress, as teachers review which pupils have achieved the particular outcome for a topic. However, there is a need to tie such assessments more regularly into National Curriculum levels so that pupils' progress in subject skills, knowledge and understanding are even more effectively built on and evaluated.

Religious education

101. No report is provided for religious education. In this type of school religious education is inspected under the provisions of a section 23 inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. No overall judgement could be made on provision in **art**. Judgements about standards and quality of teaching are based on limited evidence, in that only two lessons were observed – one in each key stage. However, the evidence also includes an analysis of pupils' previous work, particularly that on display, teachers' planning, and discussion with staff, pupils and other members of the inspection team.
103. Evidence suggests that standards in art are at least in line with expectations at the end of both Years 2 and 6, with some older pupils exceeding these. By the end of Year 2, most pupils show appropriate observational skills in drawing/sketching activities. Higher-attaining pupils have started paying attention to the size and proportion of their objects. In collage work, pupils have used materials to match their feelings about their favourite places. By the end of Year 6, pupils demonstrate fairly well-developed sketching techniques in making portraits and representing Folk Dance traditions from different cultures. Younger pupils, particularly those in Years 3, show a developing awareness of form, materials and methods associated with three-dimensional art, with particular reference to paper curling/twisting techniques. Work on display also represents collage making and tie and dye techniques and the use of a range of media including pencil, chalk, charcoal and 'mod-roc'. The majority of pupils, including those with special educational needs and those learning English as an additional language, achieve well in the subject.
104. The teaching and learning observed were of good quality, though the opportunity for pupils to select materials or evaluate each other's work was limited. Lessons seen were well resourced, organised and managed. Pupils demonstrated a great deal of enthusiasm in art activities and applied themselves fully to their task, though some had difficulty with techniques such as paper curling and twisting. Teaching has a good impact on learning. For example, teacher's demonstration of curling/twisting techniques created a genuine sense of awe and wonder in the classroom. Pupils are supportive of one another and well-behaved. No significant gender or ethnic difference was noted in their learning in art lessons.
105. Teachers' planning indicates that the school meets statutory requirements relating to art and design. Some work has been inspired by famous artists, such as Henry Moore. Links with other subjects and the use of art from other cultures (e.g., Aboriginal art and African textile designs) make a good contribution to pupils' spiritual, moral, social and cultural development. The display of pupils' work around the school enhances the learning environment and has a positive impact on pupils' achievement. The subject is well resourced and managed satisfactorily, though there is no whole-school art portfolio as a record of pupils' progress in art. However, an art room is currently being set up, demonstrating the school's efforts to raise the profile of the subject. The co-ordinator, though new to post, has already identified the development of a scheme of work, together with assessment and monitoring, as a priority for further development.
106. No teaching was seen in **design and technology** and it is not possible to make a judgement about pupils' achievements or the standards attained. All pupils have the opportunity to design and make, although, currently, the time for this is not particularly clear as the school intends that some of this work is to be covered as part of art. Some examples of ongoing work were seen in the Year 3 project on box products, and Year 6 pupils had designed and made T-shirts earlier in the year.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Pupils' standards, achievement and quality of teaching are all high; expertise by the co-ordinator and support by the headteacher and deputy headteacher ensure high levels of success in music.
- The commitment by the school to musical opportunities is high and this permeates the work of the school.
- The quality of singing is exceptional.

Commentary

107. The school's commitment to music is very strong and this, and the high degree of expertise by the specialist teacher/co-ordinator, are the main reasons why music is so successful in the school. The quality of the provision has been maintained since the last inspection. The teachers' vision for musical development is very strong; although informal, leadership and management of the subject is, nevertheless, very successful. The school's ethos of wanting every pupil to achieve personally and academically permeates all its work and shows in the way that pupils gain a great deal of pleasure and success from taking part in the wide range of musical activities offered by the school. An excellent sense of spiritual awareness is developed and the pupils also develop a great love and enjoyment for music. Pupils thoroughly enjoy their music lessons, especially singing.
108. There is a good range of instrumental tuition (violin, viola and recorder are the main instruments played), all funded by the school. The co-ordinator is looking to extend this repertoire further and is to look at other schools where, for instance, pupils learn steel pans and form an orchestra. The instruments currently played are taught and learned thoroughly and the quality of pupils' performance skills is very good. They play confidently in assembly and at concerts and older pupils show a high degree of independence in how a particular piece should be arranged and performed. It is the pupils' enthusiasm and willingness to try very hard, together with the high level of encouragement by staff, even in the face of learning difficult parts, which spurs them on.
109. The teacher plans class and additional group lessons very thoroughly, building carefully on what the pupils have learned previously. His expert knowledge of how to teach music, and also the exceptional challenge provided for pupils, are the main reasons why teaching is so good. Songs, musical ideas and themes are very well linked to topics in geography or history, to cultural ideas or events/celebrations. The curriculum is very well planned so that there is a very good balance between all the elements of music. There is a strong emphasis on composition (which provides much motivation), and the pupils' skills in other aspects of music are well above the level expected for their age, throughout the school. The pupils' efforts are praised and very much valued, which raises levels of confidence and self-esteem. The pupils rehearse what they have learned very well and extend their ideas, for instance, about *Ostinato* in Year 4, very well to produce more complex ideas using the pentatonic scale. Their skills in music start from a very early age and Reception children begin to gain skills and remember rhythms and songs. By Year 6, the pupils are confident performers with a very wide musical knowledge, especially about music from other cultures. Particularly impressive is their high level of understanding of rhythm and dynamics and their ability to recognise the timing of complex pieces and the musical style. A very strong emphasis on pupils' appreciation/evaluation of what they have learned is prevalent, and how work can be improved leads to some very good ideas by pupils. Once Year 6 pupil suggested four-part harmony to be added to an African 'voice' and another, in Year 5, suggested a challenging arpeggio to be added to work he was performing.

110. The quality of singing is a result of the very hard work by a number of staff (including the specialist teacher) as well as by the pupils themselves. It makes a significant contribution to the exceptional assemblies held daily. Pupils have a very good musical repertoire of songs they sing from memory. They sing very tunefully, melodiously, confidently and with great pleasure. They show great feeling and sensitivity for the words. Their voice quality is excellent, overall. Their understanding of dynamics is also exceptional and their timing is masterful. The school choir consists of members who are very enthusiastic and can sing in parts and in rounds tunefully with clear diction, good phrasing, and with great pleasure. They pay very good attention to the direction they are given and listen very attentively.
111. Only a limited amount of teaching could be seen in **physical education** and although it was satisfactory or better in the three lessons observed, no judgements can be made about standards, overall. Lessons were all clearly planned, with appropriate objectives providing good opportunities for pupils to consolidate skills. Only one lesson was seen in gymnastics and none in games, so it is not possible to comment on overall standards in these areas. Of the two lessons seen in dance, standards were satisfactory and the school is developing this area after training from an advisor. In addition to dance, teachers have also been given training in the teaching of gymnastics and games.
112. In the one lesson observed in gymnastics, pupils learned to incorporate elements of flight into routines based on travelling and balancing. The lesson was well planned and time managed effectively to ensure pupils' maximum concentration and effort. Opportunities for pupils to assess and comment on one another's work were made in lessons in both Year 5 and Year 6 and the use of pairs enabled pupils to discuss their work and plan their movements to create a sequence.
113. Accommodation in the hall limits opportunities for older pupils and the lack of outdoor space restricts development of athletics and team games.
114. The leadership and management of physical education are satisfactory. The deputy headteacher is currently overseeing this subject and is training another teacher to take responsibility to develop the subject further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

115. It was not possible to observe any lessons in **PSHCE**, nor to make an overall judgement about PSHCE as a subject. However, the provision which encompasses the whole of the school's work in supporting pupils' personal achievement and development is very good.
116. Judgements in relation to the subject are based on an interview with the co-ordinator, conversations with members of the school council, observations of personal conduct during lessons and a review of displays around the school that are designed to encourage pupils' personal development.
117. All staff provide very good role models for pupils. The school is placing emphasis on pupils taking collective responsibility for each other and their school. This was evident in the prayer assembly when older pupils accompanied younger pupils to the assembly, setting a good example of care and behaviour. The high standards of behaviour seen throughout the school during lessons and in moving around the school illustrates how pupils co-operate with each other and can be trusted to use resources appropriately.
118. The PSHCE programme is planned on a bi-weekly basis, whereby themes are explored in a prayer assembly and then discussed and explored further in circle time sessions. The School Council, which meets regularly, initially raises many of the themes for discussion. The profile of the School Council is high in the school and its work is reinforced in attractive, interactive displays. Pupils' confidence and social skills are enhanced through this. Members understand their role as representatives of their class and how this links to ideas of good citizenship.

119. Health education is taught within the science curriculum and sex education is taught in Year 6 with the assistance of a nurse. Drugs education is established as part of science. Emotional issues are dealt with 'in-house' and pupils feel secure and know to whom they can turn to for help.
120. The subject is led by the deputy headteacher who has recently taken on responsibility for planning in this subject and, although there is a policy for PSHCE, a scheme of work has not yet been introduced, which means that continuity and progression cannot be monitored sufficiently. This is an area for development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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