

# INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL**

Fulham, London

LEA area: Hammersmith and Fulham

Unique reference number: 100344

Headteacher: Miss Sylvia Howieson

Lead inspector: David G Collard

Dates of inspection: 8<sup>th</sup> - 10<sup>th</sup> November 2004

Inspection number: 266296

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |                           |
|------------------------------|---------------------------|
| Type of school:              | Primary                   |
| School category:             | Voluntary aided           |
| Age range of pupils:         | 3 - 11                    |
| Gender of pupils:            | Mixed                     |
| Number on roll:              | 199                       |
| School address:              | Bishops Avenue<br>Fulham  |
| Postcode:                    | SW6 6ED                   |
| Telephone number:            | (020) 7736 2803           |
| Fax number:                  | (020) 7736 2350           |
| Appropriate authority:       | The governing body        |
| Name of chair of governors:  | Mr Robert Fryer           |
| Date of previous inspection: | 7 <sup>th</sup> June 1999 |

## **CHARACTERISTICS OF THE SCHOOL**

All Saints Church of England Primary school is situated in Fulham, London. There are 199 pupils on roll. There is a higher proportion of girls, particularly in Years 2, 3, 4 and 6. The families of the pupils come from a mixture of different socio-economic backgrounds. The local housing is predominantly owner-occupied. The school has close links with the local church.

The proportion of pupils eligible for free school meals (23.9 per cent) is broadly in line with the national average. The proportion whose mother tongue is not English (8.9 per cent) is higher than the national average. The number of pupils from ethnic minority groups is higher than average, although the overwhelming majority of these children are confident English speakers when they enter the school. There are no asylum seeker children in the school. There is an average level of mobility of pupils in each year. The proportion of pupils with special educational needs (19.3 per cent) is broadly in line with the national average, but the proportion with statements (2 per cent) is above. Pupils' attainment on entry is broadly above that expected nationally for their age.

The school received a 'Healthy Schools' Award and a Schools' Achievement Award in 2001. There are close connections with Initial Teacher Training through the Roehampton Institute. There are good links with the Kingwood City Learning Centre where the headteacher is a manager and one member of staff is a 'teacher fellow'.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                 |                | Subject responsibilities   |
|--------------------------------|-----------------|----------------|--|
| 11122                          | David Collard   | Lead inspector | Science<br>Information and communication technology<br>Art and design<br>English as an additional language |
| 11414                          | Ann Bennett     | Lay inspector  |  |
| 27667                          | Carolyn Renault | Team inspector | Mathematics<br>Design and technology<br>Music<br>Physical education<br>Foundation Stage                    |
| 32345                          | Harold Bailey   | Team inspector | English<br>Geography<br>History<br>Special educational needs   |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** that provides very good value for money. Standards have improved and achievement is good because teaching is very good overall but, more importantly, it is consistent. This means that pupils of all abilities learn very well whatever year they are in, demonstrating a fully inclusive school. Leadership and management are very good; in particular, the headteacher provides an outstanding influence on the work of the school.

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

- Standards are good, pupils achieve well and learning is fun.
- Children make a very good start to their education in the Foundation Stage.
- The leadership of the headteacher is outstanding, focusing specifically on inclusion and providing the best opportunities for all.
- Teaching and learning are very good throughout the school.
- The curriculum is well balanced, and is exciting and interesting.
- Parents are very supportive, are provided with good information and feel the school is a real community.

The school has made very good improvement since the last inspection. Standards are on an upward trend and are set to continue. The provision for information and communication technology has been substantially improved and work in all subjects is now very closely matched to the needs and abilities of pupils. Teaching is monitored on a regular basis and curriculum planning is, in many cases, highly innovative. All statutory requirements are now met with regard to the annual report, and relevant and updated policies are produced by the governing body. In addition, the school has become a vibrant community focused on high academic and personal success.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2002        | 2003 | 2004 | 2004            |
| English   | C           | A    | A    | A               |
| mathematics   | C           | C    | B    | B               |
| science   | D           | D    | C    | B               |

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is good.** Pupils start in the nursery with standards above those expected nationally and, because of the very good teaching, they achieve well. Many have reached the Early Learning Goals<sup>1</sup> well in advance of the end of the reception year. They are confident speakers, socialise and listen well, know the rudiments of reading and writing; they use numbers confidently and can manipulate a range of simple tools well. Achievement is good throughout the infant classes. By the end of Year 2, pupils have reached standards in reading, writing and mathematics that are above those expected nationally which is reflected in the recent national tests. Throughout the junior years, this good achievement continues. It is very good in English, mathematics and science, continuing the improvement shown in the last national tests, and good in all other subjects. English skills help improve all other subjects where recording, research and questioning are central to the work. Numeracy is used well, particularly in science through strong investigational and experimental methods, although there is still room for some improvement in the upper juniors. The very much

<sup>1</sup> The Early Learning Goals (ELGs) are the nationally recognised six areas of learning under the headings: personal, social and emotional development, communication, language and literacy development, mathematical development, creative development; knowledge and understanding of the world; and physical development.

improved provision in information and communication technology (ICT) means that pupils have made rapid progress and have standards above those expected nationally. They are able to use these skills confidently across many other subjects. A wide range of music tuition, concerts and performances enhances the provision for music, and singing is particularly good. Pupils understand historical and geographical facts and can use this knowledge to enhance their reasoning skills. The school has some talented artists. Pupils with special educational needs make very good progress.

Pupils have very good attitudes to their work and always try their best. Behaviour is very good because teachers ensure that pupils are excited and motivated by what they are asked to do. Spiritual, social, moral and cultural development is fostered very well through a wide range of activities, both in lessons and through the extra-curricular opportunities. Attendance has substantially improved this year and is now well above the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good chiefly because teaching is very good.** As a result, pupils learn very well. Teaching is particularly strong in the Foundation Stage where the curriculum is carefully planned to ensure all pupils make progress. The consistency in teaching throughout the rest of the school is a key factor in the achievement of pupils. Almost all teaching seen was either good or very good. The main strengths include planning and the way this sequentially builds upon what has gone before. It ensures there is constant challenge, particularly for those with higher ability and for those with special educational needs. In addition, lessons are lively with interesting things to do. Pupils enjoy themselves but know they are expected to do their best. No time has to be spent resolving behavioural issues. The use of learning assistants greatly enhances provision. They are knowledgeable, briefed well and provide very good levels of support to pupils with special educational needs. The few pupils at an early stage of learning English are given appropriate support and those from ethnic minorities are monitored closely. The curriculum has been thought out very well. It is balanced between basic skills and a well-balanced approach to practical, academic and personal development. It is enriched by a wide range of over-subscribed extra-curricular activities. An innovative link has been forged with the local city learning centre to provide better opportunities for ICT. The care, welfare and safety of pupils are paramount. Staff are approachable and work hard to resolve any conflicts or concerns. Parents overwhelmingly support the school. They rightly feel its reputation has improved and that all is being done to give their children the best start to their education.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher provides an outstanding contribution to the school's overall effectiveness and is very well supported by the senior management team. There is an excellent sense of purpose and vision that inspires and motivates the whole staff and school community, including the pupils. The school is managed very well; all systems and procedures are regularly reviewed and modified and the day-to-day running is ably administered. The governors provide a good strategic overview, as well as support and challenge for the managers. All statutory requirements are met. There is an extremely high commitment to inclusion and providing the best opportunities for all.

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

Parents are very supportive of the work of the school. They are pleased about the positive outcomes for their children and feel fully involved in school life.

## **IMPROVEMENTS NEEDED**

No significant improvements have been identified, but the school is correctly focusing on the following as the major areas for review:

- Continue to enhance the opportunities for applying and investigating mathematics problems in the upper juniors.
- Continue to provide levels of support for developing pupils' skills in physical education.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The standards that pupils reach by the end of Year 2 and Year 6 are **well above average**. They achieve **well** throughout the school.

#### Main strengths and weaknesses

- Learning at All Saints is fun, creating an effective climate for personal and academic success.
- Children make a very good start to their education in the Foundation Stage and achieve very well.
- Standards in the core subjects have been maintained or improved since the last inspection and are at good levels.
- All pupils achieve well, and those with special educational needs achieve very well.
- The provision for all subjects is at least good, ensuring pupils have a firm foundation to their learning.

#### Commentary

1. Children enter the school with standards that are above those expected nationally for their age. The good provision through the Foundation Stage ensures that by the end of the reception year, children have achieved well and have standards well above those expected for their age. They are confident speakers and listen to others and a good proportion of the group understands the purpose of reading and writing. Mathematical skills are above the national expectation. They can sort and order numbers and know some mathematical language such as 'bigger than'. The higher ability children can count up to 20 and are beginning to use the four rules of number. The teaching ensures that pupils make good progress in using tools such as scissors, computers and large toys. This also gives them many opportunities to work and play together well, discussing the games and taking on different roles in imaginative situations.
2. Throughout the rest of the school, standards have generally been maintained or improved since the last inspection. In national tests, there have been some fluctuations in test results partly due to the low numbers in each cohort. In Year 2, there was a substantial drop in 2003 from previous years, but this has been remedied in 2004 with above average standards in reading and well above average standards in writing and mathematics. In Year 6 national tests, there was a fall in both 2002 and 2003, except in English, but again these have again been reversed. English results were well above average in 2004 and in mathematics they were above average. The average results in science results were slightly disappointing but were still an improvement on the previous year. There are no significant differences between the performance of boys and girls other than those attributable to different cohorts.

#### **Standards in national tests at the end of Year 6 – average point scores in 2004**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 28.5 (29.1)    | 26.9 (26.8)      |
| mathematics   | 27.9 (27.3)    | 27.0 (26.8)      |
| science       | 29.1 (28.3)    | 28.6 (28.6)      |

*There were 20 pupils in the year group. Figures in brackets are for the previous year.*

3. The findings of the inspection indicate that improvement is set to continue. Pupils in the present Year 6 are attaining standards that are well above average in English, mathematics



and science. In all subjects, standards are at least above those expected for pupils' age and, in music, they are very good. The consistently good teaching, focused on providing a stimulating and lively curriculum as well as academic excellence, is ensuring that the quality of learning is very good.

4. The very good provision in English ensures that pupils make good progress and achieve well. The good start in the infants develops the necessary skills to ensure all pupils have the correct building blocks that will enable them to question, research and record their work with increasing maturity. Pupils can search out the information they want, read with pleasure and enjoy discussing and questioning with their teachers. These good English skills are useful in other subjects such as science, geography and history.
5. In mathematics, approximately half of the pupils are working at above the level expected for their age. This represents good achievement. Younger pupils are able to use the four rules of number with confidence; they can talk about different shapes and measures. By Year 6, pupils can confidently discuss the properties of two- and three-dimensional shapes and are able to think out word and number problems for themselves. The school recognises the need to continue to improve the way that pupils use number and word problems as an integral part of mathematics.
6. Science is provided for very well even though, in the past, the results in national tests have not always reflected this. As a result, the school has analysed the problems and has focused on providing more opportunities to experiment. The basis of work now revolves around investigations and this forms the backbone of developing skills and knowledge. So, for instance, younger pupils are asked to undertake practical experiments and to think about what they see, whilst older pupils are able to record and hypothesise about how they might set up an experiment to prove a theory. This enables all pupils to use the knowledge they have and to think for themselves and to achieve well.
7. Standards in information and communication technology (ICT) have moved on apace since the last inspection when they were below the national expectation. They are now above average at the end of both Year 2 and Year 6 and achievement is good. This is partly because of the improved resources and better teacher confidence, but also because pupils have much more access to computers and other technology, including those of a partner institution. The work being undertaken by older pupils is, in some cases, what would be expected in Year 7, such as the work on spreadsheets and research. Surprisingly, children new to the school in the reception year do not have the skills that might be expected, and a number have difficulty manipulating a mouse and using the keyboard.
8. In other subjects, achievement is good overall. Effective use is made of practical visits and visitors in geography and history, where there is a good balance between learning facts and developing social understanding. These enable pupils to understand, for example, why particular events happen at different times in history or how the environment affects the way people live their lives. In art and design, the school has substantially improved the opportunities on offer, with themed days or a major focus on different types of artwork. The displays in classrooms are attractive and add to the purposeful atmosphere of the school.
9. Standards in music are above those expected nationally. The well-planned lessons develop all strands of the subject and singing is particularly strong. The different cultures of the school, and those from further afield, are represented in, for example, activities from Africa and the Caribbean. The recent evening devoted to music and drama, spoken of very highly by parents, provided an excellent opportunity to show how well pupils can perform.
10. The good cross-curricular links in design and technology are well planned to provide pupils with an independent approach to their learning. Resources are chosen well, but activities are not over-directed by teachers. This means that pupils have to think for themselves, using the skills they already have. As a result, over a third of the pupils achieve standards above those expected for their age. Weaknesses, identified in physical education at the last inspection,

have been addressed. The subject provides a well-balanced focus, providing all pupils with an opportunity to take part in a range of different sports. In addition, the school now provides visits to an outdoor activity centre and playground.

11. Pupils with special educational needs are supported very well and achieve well above that which might be expected. This is demonstrated by the significant numbers who perform at or above the expected level for their age in national tests. The work set for them is targeted well to ensure they make progress in basic skills such as reading and writing, and work is altered appropriately as it is completed. Learning assistants support the work of teachers very well.
12. The proportion of pupils from ethnic minorities (7.8%), which is higher than might be expected, has fallen over the last two years and does not completely reflect the nature of the local area. The support these pupils are offered is good and they make progress at similar levels to their English-speaking peers. The school is presently in the process of altering the admissions procedures to improve the inclusivity of the school. This has meant that the school is looking into even more ways that can celebrate the cultural traditions of its community.
13. The targets for 2004 were challenging but have, in the main, been achieved. Evidence from the inspection suggests that the even higher targets for 2005 will also be achieved.

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

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils' attitudes towards school and behaviour are **very good**. Attendance is **well above** the national average and punctuality **good**.

### **Main strengths and weaknesses**

- Pupils' personal qualities are promoted well through the very good relationships that exist between all members of the school.
- There is an outstanding commitment to promote a desire to learn.
- Increasingly, pupils have been offered more opportunities to work independently and to think for themselves.
- Assemblies and other extra-curricular activities are used well to provide a rounded education.

### **Commentary**

14. Pupils are highly motivated to do well at school. They are polite, well-mannered and considerate of others. The wide range of different opportunities that the school offers are appreciated by all, and after-school activities are often over-subscribed. Parents are pleased with what the school offers, both during lessons and through extra-curricular clubs, visits and visitors. Whilst this is a similar finding to the last inspection, the school has worked hard at making sure that as pupils get older, they are given more responsibility and trust. This is characterised in lessons by the high profile given, in subjects like science and design and technology, to experimentation and investigation, and through themed days such as the recent drama evening and the forthcoming art event. Pupils respond well to this extra responsibility. The school council provides for an exchange of views and the senior management team takes its suggestions seriously.
15. There are very few instances of bullying, although when this does occur it is dealt with swiftly and openly. All sides are given the chance to air their point of view and systems for mediation are understood. This ensures that the systems and procedures work to the satisfaction of all.
16. Relationships are very good. Pupils, parents and staff all work as one and the school has a harmonious feel that focuses on academic and personal excellence. There is an outstanding desire to learn, fostered by the attitudes of the whole staff. Pupils are keen and eager to start lessons and concentrate on any tasks they are given. On some occasions, pupils work so

hard that there is almost silence in the class. When pupils are working in pairs or small groups, then there is a gentle buzz as ideas are exchanged. Different ethnic groups work well with each other and there is no racial harassment. The different cultures and beliefs, both within the school and within the wider community, are celebrated through assemblies, dancing, music and art and design.

17. There has been a much greater thrust towards independent learning since the last inspection. Pupils are expected to think for themselves and be responsible for their own actions. Parents rightly say that their children are well prepared for the next stage of education because the school sets very high expectations. Those with special educational needs are supported in particular behaviour strategies, should the need arise, and are monitored very closely against the tight targets they have been set. This ensures that learning assistants are on hand to provide high levels of support, and lessons progress smoothly. The school has been praised by a local special school for its work in providing places for pupils with emotional and behavioural difficulties who are being reintegrated into main stream education. In one case, this has meant providing support for a pupil excluded from a number of other local schools.
18. Assemblies provide very good opportunities to learn about both Christian beliefs and the importance of other world religions. In addition, teachers try and develop a better tolerance and understanding of others by discussing how lifestyles differ around the world. In this way, respect is built up about other people's values. All pupils know the difference between right and wrong and how to treat their friends and acquaintances. They are polite to visitors and chat in a friendly and open way. The school is a social, vibrant and exciting community whose reputation is continuing to improve.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 2.8 | School data          | 0.7 |
| National data      | 5.1 | National data        | 0.4 |

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

19. Attendance levels have been substantially improved over the past few years because of the tighter administrative procedures and the school's insistence that parents think more carefully about term-time holidays. From being well below (92.6%) the national average (94.1%) in 2001, they are now well above (96.5%) the national average (94.5%). However, the systems have not been fully effective as the number of unauthorised absences is still above the national average. There are no issues with punctuality, and pupils and parents are fully aware of the procedures should they be late.

### **Ethnic background of pupils**

### **Exclusions in the last school year**

| Categories used in the Annual School Census         | Number of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|--------------------------|-----------------------------------|--------------------------------|
| White – British                                     | 105                      | 0                                 | 0                              |
| White – Irish                                       | 1                        | 0                                 | 0                              |
| White – any other White background                  | 8                        | 0                                 | 0                              |
| Mixed – White and Black Caribbean                   | 6                        | 0                                 | 0                              |
| Mixed – White and Black African                     | 2                        | 0                                 | 0                              |
| Mixed – White and Asian                             | 3                        | 0                                 | 0                              |
| Mixed – any other mixed background                  | 10                       | 0                                 | 1                              |
| Asian or Asian British – Indian                     | 4                        | 0                                 | 0                              |
| Asian or Asian British – any other Asian background | 1                        | 0                                 | 0                              |
| Black or Black British – Caribbean                  | 16                       | 1                                 | 0                              |
| Black or Black British – African                    | 5                        | 0                                 | 0                              |
| Black or Black British – any other Black background | 8                        | 0                                 | 0                              |
| Any other ethnic group                              | 2                        | 0                                 | 0                              |
| No ethnic group recorded                            | 5                        | 0                                 | 0                              |

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

There were two exclusions in the last reporting year of one boy and one girl. The issues were temporary and are now resolved.

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

The quality of education provided by the school is **very good**. Teaching and learning are both very **good** and provide appropriate opportunities for pupils. The curriculum is **very good**. The provision for care, welfare and safety of pupils is **very good** and parents appreciate the **very good** procedures to support them. There are **effective** links with the local community and **good** links with other schools.

#### **Teaching and learning**

The quality of teaching and learning are **very good** and assessment is **good**.

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

- Teaching is consistently good and often better; it is exciting and so stimulates and motivates all pupils.
- The planning, methods and organisation of lessons is very thorough; pupils are always challenged by what they are set to do.
- Teaching assistants provide very knowledgeable support, particularly for those with special educational needs.
- Assessments procedures have been improved, and provide the necessary information to help teachers pitch lessons at the right level for all pupils of whatever ability.

## Commentary

20. Teaching throughout the school is consistently very good; there are no weak links, and this is why pupils make very good progress. Teaching is particularly strong in the Foundation Stage and in Year 2. This is a major improvement from the last inspection when 11 per cent of the teaching seen was unsatisfactory.

### **Summary of teaching observed during the inspection in 36 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%)    | 16 (44%)  | 19 (53%) | 1 (3%)       | 0 (0%)         | 0 (0%) | 0 (0%)    |

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

21. Teaching in the Foundation Stage centres around providing excellent challenge and motivation that will encourage the children and move on their learning rapidly. Teachers work hard to ensure that there is a very appropriate balance between work and play. So, for instance, pupils are allowed to choose their own activities, but staff will then move in to ask searching questions or to give an idea about how the play could be improved. In this way, children are able to learn from practical activity rather than being over-directed. When the occasion arises, teachers are happy to provide more formal learning activities such as with reading skills or number work. The use of well-qualified and knowledgeable assistants is exemplary.
22. Throughout the rest of the school, the teachers have good subject knowledge. There are now no issues with the teaching of information and communication technology as there were at the time of the last inspection. For all subjects, the very good planning is built around ensuring that individual pupils make progress year on year and develop more understanding as their skills and knowledge base increases. By Year 5 and 6, pupils are confident to draw on knowledge they have gained in earlier years and to test out their opinions and feelings. Teachers encourage this free exchange of ideas during initial discussions and when work is underway.
23. Many different methods are used to interest and motivate the class. These include interesting stories, the use of the interactive whiteboards to stimulate a more visual approach and many varied activities, often set at different levels to challenge pupils of higher and lower ability. In addition, lessons are moved on at a fast pace. In some classes, the teachers use the stopwatch on the interactive whiteboard to set time targets for the completion of work or clearly state what is expected by the end of the lesson. In this way, pupils know exactly what they have to do and can gauge how well they have done.
24. The school's resources are good. Subject co-ordinators take responsibility for ensuring all the necessary equipment is available for each new topic and teachers are able to obtain their own extra resources for any new theme. The younger pupils have these laid out ready at the start of lessons but, as pupils become more independent, they are expected to take more responsibility for getting things ready themselves. Again, this all helps build up self-reliance and maturity.
25. Behaviour is very good in all classes and no time is lost dealing with difficult issues. This is because the systems for special educational needs provide the levels of support that are needed, and target behaviour improvement through well thought out individual programmes. Despite this, teachers still work hard at ensuring that the level of challenge is high throughout the lesson, thus avoiding pupils becoming bored or restless.
26. The quality of all teaching assistants is very good. They are kept well informed by the teachers, keep records of their work and are directed to provide suitable questions during discussions. They often have responsibility for individual pupils, but are able to provide a more

efficient, wider level of support through group work. Individual education plans contain achievable small steps that are regularly reviewed and adapted. There are no such formal systems in place for those with English as an additional language, although the school calls upon the services of translators to help as the need arises. There are very few children who are at an early stage of learning English, but the school monitors pupils from the range of ethnic minorities to ensure there are no weaknesses in the provision.

27. Homework has a high priority within the school and is given regularly. Parents are fully aware of the procedures and what the school expects. They are able to talk to the teachers should there be any concerns, and they say that the work set is an extension of work during the day. They consider it worthwhile. A homework club, provided after school, has been set up by teacher assistants to allow more pupils access. In addition, the homework diaries provide an efficient two-way communication with parents. They are able to communicate any family problems and always get a quick response.
28. Assessment has improved since the last inspection. There are very thorough records kept at school level which are used well against local and national comparisons. The work undertaken by the local education authority quickly measures the performance of schools against each other, identifying any difficulties by gender or ethnic group or against past performance. This provides a good strategic measure for the school to gauge its success against the national picture. In addition, the school undertakes regular internal quickfire tests to check how well pupils have progressed within each subject. The results of these are analysed carefully, and give subject co-ordinators the opportunity to see how well the provision has moved on. It is particularly strong in ICT, where the co-ordinator has a firm grasp both of the year group's success as well as the level of expertise of the teacher. A further enhancement is presently being trialled, using voting pods connected to the interactive whiteboard. This will allow teachers to give sharp multichoice questions and analyse the results instantly.

## **The curriculum**

Provision for the curriculum is **very good**.

### **Main strengths and weaknesses**

- Curriculum provision for early years children is strong.
- Teachers' assessment of pupils' achievement is a priority for development.
- There is very good planning for lessons throughout the school with a strong emphasis on cross-curricular links.
- Teachers have very high expectations of pupils.
- The school provides very good provision for extra-curricular activities.
- The support for special educational needs is very good, which enables these pupils to have full access to the curriculum, characterised by well-developed individual education plans.

### **Commentary**

29. This has been good improvement since the last inspection. Teachers' planning now clearly links activities and subjects across the curriculum. Reception class provision has improved significantly, due to the effective implementation of an early years curriculum and well-resourced activities to support learning; the result is a vibrant curriculum specifically planned to meet the needs of young children.
30. Effective assessment informs teachers about standards and supports their lesson planning. In consequence, teachers are able to use this information to guide their pupils through individual learning targets to help raise attainment in English, mathematics and science. The school's systems are beginning to extend this quality of support to other subjects, particularly ICT.

## Example of outstanding practice

### **The evaluation from assessments in ICT provides extensive information to help raise the achievement of pupils and the expertise of teachers.**

The co-ordinator, a Teacher Fellow at Kingwood City Learning Centre (CLC), has developed excellent systems to continually assess progress in ICT. Every child in the school is given an integrated assessment task after each unit of work. This is marked by the teacher and, towards the end of the year, a 'best fit' picture of attainment is made against the National Curriculum levels. The co-ordinator audits the findings to see where intervention is needed either for pupils or the teacher. For teachers, in-service training is provided by a 'Trio' system at the CLC. Firstly, the teacher is invited to undertake a half-day training for professional development. Secondly, the class are invited to the CLC where an expert is able to demonstrate an exemplar lesson and this is discussed with the teacher. Finally, on a second visit, a monitored lesson is taken by the classteacher and again a discussion takes place to ensure that the best methods are being used. In addition, a number of clubs have also been targeted at year groups thought to be under-performing. An example of its success is the raising of attainment in Year 4 where, from the assessments in Year 3, the overall ability was noted as being below that expected.

31. In almost all English, mathematics and science lessons, teachers plan activities that closely match pupils' differing needs. Planning for pupils with special education needs is very good. Group and individual support by high profile learning assistants is also planned and used effectively and flexibly. Individual education plans mean that pupils' needs are planned for, with precise targets and strategies to overcome particular difficulties. This area is expertly managed by the special needs co-ordinator who supports the writing of individual education plans and provides individual pupil support, linking the work with others in the class.
32. Recent curriculum development in ICT and art and design is effective. Co-ordinators work with each teacher to develop long-term subject plans and to help with their implementation. This has effectively highlighted areas of expertise and those where staff training is required. The success of this initiative can already be seen in teachers' growing confidence and pupils' rising standards in these subjects. In some lessons, time allocation gives opportunities for pupils to apply literacy skills. For example, in a Year 5 history lesson, reflection and discussion preceded writing about Tudor exploration.
33. Teachers plan a good range of visits, such as the Year 4 museum trip to investigate Roman life and culture. French is taught as an extra subject and helps pupils learn both about another language and the formality of grammar in their own. An ICT initiative, linking the school with a city learning centre, places the school firmly in the community, and the school invites visitors to be involved in pupils' learning. The provision of a very good variety of clubs, such as art, chess, gardening and a full range of sports, encourages pupils' learning beyond the school day. Pupils compete in competitive sports locally, further developing physical skills and positive attitudes.
34. The locally Agreed Syllabus, linked to the national guidelines for religious education, is effectively taught. There is a need, already recognised by the school, to develop a more structured provision for pupils' personal, social and health education, which is, however, already good. Sex and relationships education and drugs awareness are taught appropriately. Provision for citizenship is good. Older pupils take on additional responsibilities and the school council effectively seeks pupils' views.
35. There is a good match of staff to the curriculum needs of the school and very good support from learning assistants. The accommodation is spacious and well-maintained and there is a good range of resources to support the learning. The grounds have recently been refurbished, providing a much better play area outside and a library. Unfortunately, the school does not have its own field for team games such as football.

## Care, guidance and support

The school makes **very good** provision for pupils' care, welfare, health and safety. It provides them with **very good** support, advice and guidance, and there are **good** opportunities for pupils to be involved in its work.

### **Main strengths and weaknesses**

- The headteacher takes a strong lead in this area.
- Very supportive teamwork by teaching and support staff in caring for pupils.
- Pupils are helped to understand about targets and self-assessment starting from their time in the nursery.
- Good arrangements are made when pupils start school.
- All pupils serve on the school council.
- Some health and safety concerns.

### **Commentary**

36. This area of the school's work, already noted as good in previous inspections, has developed further under the active leadership of the headteacher. She leads the team of learning assistants, who have the day-to-day pastoral role. This allows teachers to focus on pupils' academic achievement, and gives greater continuity of care for the pupils in times when teacher turnover is relatively high.
37. The strength of provision lies in two aspects: its holistic nature, with every aspect of a child's welfare considered, and the quality of the teaching assistants' work, freeing them to use their initiative whilst keeping the teacher informed. The arrangements for child protection, criticised in the previous inspection, are now very good, and the school's policy is the model used locally. Governors are appropriately involved in health and safety reviews. Two particular items of concern were mentioned to the school during the inspection and these are to be addressed in the coming term.
38. Good arrangements are made when pupils start school. Pupils in the nursery are taught to set their own targets and to evaluate their progress, and this reflective activity sets them on course for their school career. Throughout the school, pupils and teachers work together on targets that promote high standards.
39. The school council gives every pupil a chance to serve each year, and the council communicates well with governors. This is a valuable experience but does not allow pupils to take positions of responsibility or build in citizenship aspects such as elections.

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

The school has a **very good** partnership with its parents, **good** links with the community and **increasingly effective** links with other educational establishments.

### **Main strengths and weaknesses**

- Parents are kept well informed.
- Parents are enabled to contribute to their child's education.
- Close links with the church support a common ethos.
- Good use is being made of local facilities.



## Commentary

40. This area of the school's work has continued to develop and improve since the last inspection. The headteacher is exceptionally outward-looking and innovative, open to using every opportunity to enhance the partnership with parents.
41. Parents are very supportive of the school because they share its ethos and value its work with their children. They are confident that their child likes school, is well taught, makes good progress and that the school is well led. The school keeps parents very well informed through high quality weekly newsletters, termly class briefings and subject-specific curriculum events. The headteacher uses all these very well, adding to parents' skills and experiences so that their support at home mirrors that provided in school.
42. Parents value their child's end-of-year reports because they are very thorough. They show very good understanding of each pupil, and are handed to the parent just before their meeting with the class teacher, so that progress can be explained. The governors' annual report to parents is now an extensive but interesting document and fully complies with requirements. The close links with the church help to promote a common Christian ethos. Pupils thoroughly enjoy the vicar's assemblies, which also gives them cause for thought.
43. The school is making very good use of the computer resources at the Kingwood City Learning Centre. It is developing partnerships that use the equipment and expertise of various secondary schools. For example, pupils grew their own vegetables in the school plot, then cooked them at a local secondary school. Pupils are well prepared for secondary transfer.
44. Trainee teachers from a local university are placed in school, an arrangement that can be mutually beneficial. A number of local businesses, service providers and Fulham Football Club help to enhance the curriculum.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The work of the governing body **is good**. The headteacher provides **excellent** leadership. She **is well supported** by the deputy headteacher and co-ordinator for the Foundation Stage and Key Stage 1 who form the senior management team.

### Main strengths and weaknesses

- The purposeful leadership of the headteacher has created a very positive climate for learning.
- The senior management team and subject co-ordinators have had a very positive impact on improving the curriculum and establishing consistently high expectations across the school for pupils' work and behaviour.
- Curriculum leadership in the Foundation Stage, core subjects and ICT is very good.
- Governors are very supportive and share the commitment to strive for the highest standards in all areas.
- The budget is well managed and priorities for spending are linked to school improvement.

## Commentary

45. The headteacher, appointed since the previous inspection, has an outstanding sense of purpose. The governors saw the opportunity, on her appointment, to develop a shared approach to school leadership. She has established this shared commitment of staff and provided a clear focus on raising standards. Parents appreciate the improvement in the management of the school.
46. The headteacher has clear strategic thinking to identify the priorities and processes needed to raise standards even further. In spite of high teaching staff turbulence over the past few years, she has built a staff team, including a deputy headteacher, who share her aspirations and who

work well together. The governors share this commitment to improvement and to providing the best opportunities for pupils, and they welcome the recent broadening of the curriculum through improved ICT and music provision.

47. The process for strategic planning is very thorough and involves all staff and governors. The school improvement plan addresses the relevant issues to ensure that the trend towards high standards is maintained. For example, following rigorous analysis of the results of end of key stage tests, there has been a focus on providing extra support and resources for a particular cohort of pupils in literacy throughout 2003 and 2004. The quality and outcome of provision is closely monitored by the headteacher and other subject leaders, ensuring that pupils of all abilities, including those with special educational needs and those who are gifted or talented, are appropriately challenged and make very good progress. There is a strong commitment to inclusion and equal opportunities.
48. Subject leaders, including the Foundation Stage leader, contribute well to the development of the curriculum. For example, the ICT leader has led a significant improvement in standards in recent years through an effective action plan to upgrade the provision of equipment, and good training of teachers so that they had competence and confidence in using it. Until the appointment of the present deputy, the headteacher managed the team of teaching assistants, with the result that pupils with special educational needs or with English as a second language are included in the life of the school very effectively. Performance management of teaching staff is shared between the senior management team. The deputy now also carries out an annual appraisal of the teaching assistants. Priorities in the school improvement plan are reflected in targets set in annual appraisal.
49. There is a high level of skill and consistency in the practice of teaching assistants across the school, for example in managing challenging behaviour and in the support they provide alongside children in lessons. The teaching assistants provide a thread of continuity, which has provided stability for children in spite of a relatively high level of change in the teaching staff.

**Financial information for the year April 2003 to March 2004**

| Income and expenditure (£) |         |
|----------------------------|---------|
| Total income               | 726,025 |
| Total expenditure          | 735,011 |
| Expenditure per pupil      | 3,638   |

| Balances (£)                             |        |
|--|--------|
| Balance from previous year               | 28,996 |
| Balance carried forward to the next year | 20,010 |

50. Governors make a good contribution to the leadership of the school, offering appropriate challenge and monitoring performance closely. They fulfil all statutory responsibilities, and are actively pursuing, with the headteacher, the highest levels of achievement for the pupils. They work very well with the headteacher to set priorities for school improvement. They review all services annually and operate principles of best value for money well. Finances, available to the school from the LEA and the Diocese, and the relatively high levels of expenditure are well matched to the priorities in the school improvement plan and staff training plan, so that staff members are able to meet the school improvement targets.
51. The cohesive approach to leadership and management of the school has contributed to a consistently high quality of teaching so that the performance of pupils is above the national median for their age group in all core subjects by the end of Year 6. The curriculum is now broader and better balanced than at the time of the last inspection. The school provides very good value for money.

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

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

Provision in the Foundation Stage is **good**, as it was at the time of the last inspection.

- Teachers have very high expectations for children's learning and behaviour, and children respond well with excellent behaviour and very good acquisition of skills and knowledge.
- Very good teaching ensures that children achieve very well, particularly in developing personal and social skills and language and creative skills.
- All the children are expected to attain the national goals in all six areas of the curriculum by the end of reception and approximately 40 per cent are expected to exceed them.
- Good teamwork between the staff ensures that children settle into school and are secure and happy.
- The curriculum is very well planned and integrated so that most activities offer overlapping opportunities for development in all six areas of learning.
- Very good collaborative planning between the nursery and reception classes provides opportunities for children with different levels of ability to work at an appropriate pace and level.
- Leadership of the Foundation Stage is very good.

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

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

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

- Children soon become self-confident and independent, and enjoy learning through playing and exploring together.
- All adults set firm and consistent boundaries for appropriate behaviour so that children soon learn what is expected.
- Relationships between adults and children are good.
- Children are happy in school.

#### **Commentary**

52. Most children enter the nursery with skills above national average levels. Many children have attended a pre-school group or playgroup before entering the nursery. The very good teaching enables them to develop self-confidence and social skills so that, by the time they enter the reception class, most children have skills well above national average levels.
53. Achievement is very good. Good collaboration and planning between nursery and reception staff means that children soon become confident with all adults in the Foundation Stage and get to know a wide group of other children. The space in the classrooms is organised so that children are able to move freely between the classrooms at 'choosing time'. They are able to select and use activities and resources independently and sustain concentration on chosen activities well. They enjoy playing alongside one another and soon learn to interact, sharing toys and ideas and helping each other in activities such as role-play and playing with construction toys.
54. Teaching is very good. The teachers in Foundation Stage insist on the children behaving well, for example by sitting quietly and listening when asked to do so or by carrying out adult's safety instructions. All adults give lots of praise for good behaviour and good effort, so the children are constantly affirmed. Children are developing positive attitudes towards learning

because of this good teaching. The children respond well to structure, routine and consistently high expectations from all adults and make very good progress in this area of the curriculum.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- All adults take every opportunity to develop children's spoken language, listening skills and understanding through constant questioning and discussion throughout the day.
- Good teaching ensures that children are able to achieve very well in speaking and listening and make good progress in reading and writing.

### **Commentary**

55. Most children begin nursery with speaking and communication skills above national averages. By the time the children move into Year 1 their speaking and listening skills are well above average levels found nationally. They achieve very well.
56. The good teaching provides opportunities throughout the day for the adults to engage children in discussion and develop their vocabulary. For example, during a PE lesson observed during the inspection, the children in the nursery class were able to reinforce their understanding of vocabulary such as "under, over, behind" as they joined in a parachute activity. They were motivated to listen carefully to the teacher in order to enable them to all succeed in getting under the parachute. This good teaching is continued in the reception class and children are encouraged to speak in longer sentences and to use more descriptive language. For example, as children played with foam, the teacher encouraged the use of words such as "smooth" and "creamy" to describe how it felt.
57. Children in nursery and reception classes enjoy listening to stories, looking at books and joining in with simple rhymes and songs. There is very good collaboration between nursery and reception teachers to provide for different levels of ability and development. Thus the more able children in the nursery join the reception class for some literacy lessons, while some children whose understanding requires more reinforcement are able to work at a slower pace in the nursery class. There is very good support for the small proportion of children with special educational needs in this and in all six areas of the curriculum.
58. All the children understand that writing is used as a means of communication and they are given good opportunities to handle a range of writing materials. Most pupils in the nursery already hold a pencil correctly, ascribe meaning to marks and are able to make vertical and circular movements. Good teaching means that teachers provide lots of opportunities to encourage children to write for a purpose. For example, in the role-play space station, a "control desk" was readily used by a group of children to write instructions for each other. The majority of children in the reception class are able to link sounds to letters, naming and sounding the letters of the alphabet. Children are helped to reflect and evaluate their learning in this and other areas of the curriculum. The teachers maintain good records, which are well used to plan for the next step in learning for individuals and groups.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching provides opportunities for children to develop counting skills throughout the day as well as during numeracy lessons.

- Mathematical skills and knowledge are generally above national expectations.

### **Commentary**

59. Every opportunity is taken to encourage children to count and to develop mathematical vocabulary. Teaching is good. The emphasis is on the language of mathematics and counting in everyday situations. For example, the children in the nursery were challenged to count the number of children finishing an activity and to develop understanding of time. Approximately one-third of children are able to say where the big hand on the clock should be at playtime. Stimulating activities, such as finger-painting complex patterns of dots and linking plastic animals in repeating coloured patterns, engaged the children in reception and they achieved well because of the good questioning of the teacher and teaching assistant working alongside small groups. The more able can already count to 20 and recognise and draw the numerals to ten. They know the names of shapes such as circle, rectangle and triangle and use comparative mathematical language such as “bigger than” or “longer than” with confidence, which is above national average levels. Achievement is good.

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

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

### **Main strengths and weaknesses**

- Children are provided with good opportunities to explore and investigate through lots of interesting first-hand experiences.
- Adults provide good support and encouragement for children to develop their skills of observation and critical thinking.

### **Commentary**

60. The emphasis in Foundation Stage is on providing interesting first-hand experiences, which stimulate the interest and curiosity of the children and widen their knowledge and understanding of the world. Teaching is good. Their design and making skills are developed through using a range of tools and equipment such as card, glue and crayons. Many children have little experience of computers when they enter school, but they soon learn to use the mouse on the computer to access simple programs. They are encouraged to develop good observation and to find out about the environment and to talk about their experiences. Achievement is good.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good direct teaching helps children develop skills in using tools such as pencils and scissors.
- Good opportunities are provided to develop confidence and control in handling natural materials, equipment, tools, and construction toys, which help develop manipulative skills.
- Outdoor and indoor play, using large toys, helps ensure that children learn to move with increasing self-control and co-ordination.

### **Commentary**

61. Children make good progress in this area and achieve well and the majority are expected to reach the national goals for this area of the curriculum at the end of the Foundation Stage. Teaching is good. Good planning means that within the classroom and throughout the day, children have lots of opportunities to handle tools, equipment and toys, developing their

manipulative skills and skills of balance and movement. Good teamwork between the class teacher and nursery nurse in the nursery class and between the class teacher and teaching assistant in the reception class ensures children are able to access a good range of equipment designed to develop fine and gross motor skills.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children are given good opportunities to experiment with a range of materials and ideas through creative play and guided activities.
- There is a good balance between the teaching of skills and knowledge and the provision of rich opportunities for children to experiment and reinforce their skills.

### **Commentary**

62. The children achieve well and teaching is good. Particular features include classroom organisation and the use of space, which mean that children are able to experiment freely with materials such as paints and crayons, glue and fabrics to explore colour, texture and shape in making pictures and models in both nursery and reception classes. They have a good repertoire of songs and enjoy exploring the different sounds of percussion instruments. Children in the nursery and reception classes can work co-operatively to act out a narrative, such as the story of The Gingerbread Man. A role-play area in the reception classroom with masks, hats and other props was set up as a space station during the week of the inspection and children from both nursery and reception classes enjoyed playing in it during “choosing time”, enriching their imaginative language.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- Pupils’ attainment and achievement are high.
- Teachers have good subject knowledge, leading to planning which ensures pupils build securely on previous work.
- The effective use of assessment to set targets for improvement ensures that learning is relevant and demanding.
- The subject is well led and managed.
- Pupils’ spelling and the checking of written work is not careful enough.
- Performance data is put to good use to raise standards.

### **Commentary**

63. Since the last inspection, standards have improved from good to very good in all aspects of English. Pupils gained very good test results in 2004, and evidence from the inspection indicates that it is also well above average for those in the present Year 2 and Year 6. Speaking and listening abilities are high and standards in reading and writing are also well above average. As a result, all pupils achieve very well.
64. Teaching and learning are very good. Teachers provide good opportunities for younger pupils to express themselves so that by Year 6, most speak confidently in a variety of situations. In a Year 6 lesson, one very confident child passionately took the role of Macbeth in a lesson on

Shakespeare. Reading skills are systematically developed, enabling older pupils to access information independently. Good structure to pupils' guided reading and regular opportunities to read at home and at school are key reasons for pupils' very good reading standards. For those pupils in the juniors, literacy is enhanced by good cross-curricular links, which in turn enhance the progress they make in a range of subjects. In Year 4, pupils write expressively, using varying styles such as report or biography. Words, sentences and phrases are chosen for impact; for example, a pupils' creative writing in Year 5 talked very movingly about her autobiographical experiences on the Titanic. There is still more that can be improved. Marking is not always consistent and pupils are then not given suggestions for improvements that would help them develop their spelling skills.

65. Teaching is very good, mainly because of teacher knowledge, pace of lessons, well-informed planning and an increasing use of assessment. Teachers begin lessons with clear learning objectives and they ensure that these are met, giving real purpose to the pupils' work. Because relationships and the management of pupils' behaviour are very good, pupils listen attentively and focus on their tasks. Most teachers plan work that builds carefully on earlier learning. This, together with individual pupils' targets, and strategies such as "Think, pair and share", gives a focus to pupils' learning.
66. Leadership of the subject is very good. The co-ordinator's analytical approach and strong leadership is a key reason for why standards in pupils' writing are rising. Whole-staff discussion has led to teachers identifying key features for improvement. Assessment and monitoring procedures are good and becoming a stronger feature of this subject, providing high quality information. This is being used very effectively to set targets for groups and individuals, enabling pupils to achieve well and reach higher levels in national tests. Pupils with special educational needs receive very good support from well-qualified teaching assistants. Teachers carefully ensure that those with English as an additional language are regularly checked to ensure that they have understood the nuances within colloquialisms. Very good improvement has been made since the last inspection and there is a good capacity to make further improvements in literacy across the curriculum.

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

67. Literacy is used very well across a range of other subjects. In science and design and technology, recording is very thorough and evaluations are made from an early age, allowing pupils to express their thoughts in the written word. In geography and history, research is an integral part of the tasks set and here the good reading skills allow pupils to scan a variety of media for their answers. ICT is increasingly used to help write up stories, poems and other material. It is not yet fully used to draft and refine creative pieces.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Teaching is good or better in all year groups.
- The number of pupils achieving the national expectation of Level 4 at the end of Year 6 is above the national average when compared to similar schools.
- The number of pupils achieving at the higher levels is below the national average at the end of Year 6.

## Commentary

68. Standards are good. All groups of pupils, including those with special educational needs and those who are gifted in mathematics, achieve well. There are no significant differences in the performance of boys and girls or between different ethnic groups.
69. Results in the national tests in Year 2 fell sharply in 2003 to slightly below the national averages, and well below schools with similar intakes. However, results in the three previous years were above average in Year 6 and broadly average in Year 2. The number of pupils in Year 6 achieving above national expectations at Level 5 was below schools with similar intake of pupils. The school's targets indicate that results in next year's tests are likely to be better than this year.
70. Inspection findings are that pupils have good numeracy skills. In the current Years 2 and 6, pupils are working within the expected range for their ages and approximately 50% are working above national average levels. By Year 2, most are developing a good understanding of place value and are confident with numbers to 100. Year 6 pupils have good grasp of operations with decimals and fractions. Pupils' demonstrate good understanding of shape and measure. For example, pupils in Year 6 were able to name different quadrilaterals and discuss their properties and the effects of drawing lines to bisect them.
71. Teachers have high expectations and plan well to meet the needs of pupils with a wide range of abilities. In a very good lesson observed in Year 4, pupils were able to partition numbers as an alternative method of multiplication. The teaching assistants gave pupils with special educational needs very good support during the lesson, so that they were able to make good progress in using the partition method with two-digit numbers. Pupils of average and above average ability were able to deal with two- and three-digit numbers, and a mathematically gifted pupil was challenged to go further, using four-digit numbers.
72. The use of ICT has helped pupils achieve well with data handling. For example, pupils in Year 6 use spreadsheets competently and can present data in a variety of graphical forms.
73. Teaching is good overall. In all the lessons seen, all teaching was good and often very good. Teachers take appropriate account of the recommendations of the National Numeracy Strategy. Features which have a positive impact on pupils' learning include very good relationships that foster a positive ethos for learning and high expectations that pupils will work with good pace and understanding. Teachers plan lessons carefully, with specific learning objectives and different activities to meet the learning needs of pupils, including extension activities for the more able. There is good support for pupils with English as an additional language and effective use of assistants to support pupils' learning, especially those with special educational needs. In lessons, a good emphasis is placed on the use of correct mathematical vocabulary and on good presentation of work.
74. In addition, in the best lessons, teachers use questions well to check pupils' understanding and give opportunities for pupils to explain their answers, often using response partners. They start lessons briskly with an effective mental session to develop pupils' mental arithmetic skills and use appropriate strategies to assess pupils' understanding and progress, reinforce learning points and plan next steps in learning.
75. The school has recognised that even more opportunities could be given to pupils to carry out mathematical inquiries, during which they make independent choices about data collection and methods of calculation to explore mathematical problems based on practical situations. Observation of lessons during the inspection, and scrutiny of work done over the past few years, supports this focus. This was a weakness at the time of the last inspection and has generally been addressed successfully, with some teachers having had additional training on this aspect of mathematics.



76. The subject is well led. Curriculum planning is secure and a regular pattern of classroom monitoring is in place. Assessment arrangements are satisfactory. The use of optional national tests, at the end of each year, enables the school to have sound systems in place for tracking pupils' progress against national benchmarks. In addition, teachers undertake two assessments each term to monitor progress.
77. The school makes sound use of test data to analyse the performance of different groups. For example, analysis of the fall in results in Year 2 in 2003 and of the different levels of attainment in the present Years 5 and 6 has led to appropriate support and target setting for different cohorts. Improvement has been good since the last inspection.

### **Mathematics across the curriculum**

78. Teachers make satisfactory links with other subjects to promote the development of pupils' skills in mathematics. For example, during the inspection a history lesson was observed in Year 5 during which the pupils were able to interpret Venn diagrams to show aspects of trade and settlement common to Tudors and the present day.

### **SCIENCE**

Provision in science is **very good**.

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

- High standards have been achieved.
- Work is based well on a wide range of experiments and investigations.
- Teachers have good subject knowledge, plan well and assess thoroughly; ensuring pupils learning is well founded.
- The school uses its resources well.

#### **Commentary**

79. Standards at the end of Year 2 and Year 6 are well above the national average and pupils achieve well during their time at the school. Teacher assessments for the 2004 national tests indicate that nearly all pupils in Year 2 gained the national level expected for their age and over a third achieved the higher Level 3, which compares very well to other schools. In the Year 6 national tests, all pupils achieved the level expected for their age and a third gained the higher Level 5. In both cases, this was an improvement on 2003.
80. Pupils in the present Year 2 have a good understanding of facts. They can talk about the different properties of materials and can categorise plants and animals. The work in books shows that from Year 1, pupils are being given very good opportunity to experiment and investigate for themselves. Teachers work hard at providing tasks which will allow pupils to become inquisitive and to ask questions. This prepares them well for the work in the juniors. Through Years 3 to 6, this swift progress continues. All units of work are again based around experiments and investigations. In Year 4, for instance, there are examples of planners used to decide what will be tried out, and assessment tasks at the end of each half-term ensure that teachers can fill in any gaps in knowledge. All strands of the subject are studied in depth. These include work on liquids and solids, sound, evaporation and pulse rates. The work on healthy eating and diet includes relevant work on sex education and drugs misuse.
81. Teachers have good subject knowledge and use a wide range of resources to support the lessons. They question the reasons for pupils' decisions and ensure that previous work is built upon. Over the longer term, the thorough planning means that each area is revisited, but at a higher level thus avoiding any repetition. The experiments and investigations are fully recorded and helpful advice is given to ensure that any hypothesis is thought out well. Teachers take account of individual improvement with marked comments such as "*You can*

*plan an investigation on your own now without the help sheet*". This enables pupils and teachers to see what they have achieved and to point the way forward. The newly-introduced interactive whiteboards are providing a further impetus to the teaching, with planning, animations and notes being kept for future use. They are one of the reasons why lessons move at such a good pace and are interesting, fun and exciting. The recorded work in books demonstrates that pupils thoroughly enjoy the subject and are keen to do their best.

82. Those with special educational needs are equally competent. This can be seen by the very small numbers who do not achieve at least the national average level for their age. Their teaching assistants are focused well by the discussions prior to the lesson, and know how to ask the right question to move learning on.
83. The headteacher is the co-ordinator for the subject and leads it well. She has a very good view of the knowledge of pupils' progress from the thorough analysis of test results, monitoring and in-service training that takes place. There has been good improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching is focused well on improving the achievement of pupils and has improved dramatically since the last inspection.
- Planning centres around providing opportunities for skills in real life situations so that pupils can see the relevance of what they are doing.
- Very good use is made of the City Learning Centre to enhance the opportunities for ICT.
- Teachers use technology as an intrinsic part of their teaching in all subjects.

### **Commentary**

84. Standards at the end of both Year 2 and Year 6 are above those expected nationally. Pupils achieve well. This is a vast improvement from the last inspection when attainment in Year 6 was below that expected nationally. This is due to better teacher expertise, better quality hardware and to well-developed management systems aimed at ensuring pupils make the best progress possible.
85. When pupils enter Year 1, they have standards in line with those expected, but because the teaching is focused on improving individual skills, progress is rapid. In a Year 2 class, the pupils were confidently opening their own programs and other facilities of the software. They could talk about a range of programs that they have used and were starting to discriminate between the possible options. So, for instance, they knew that word-processing should be undertaken on one program while drawing was better conducted on another.
86. Through Years 3 to 6, this progress is effectively built upon through tasks generally connected with other subjects. During the inspection, there was evidence of work linked to the majority of subjects. Older juniors have the opportunity to use even better facilities provided by a local City Learning Centre on a regular basis. By Year 6, pupils have experienced all strands of the subject and are skilled at confidently choosing the best software for their needs. They can undertake research, use spreadsheets, regularly word-process their work and can use simulations. They have been given opportunities to use control technology, thus allowing them to understand how computers are used in industry.
87. Teaching seen during the inspection was very good and as a result, pupils learn well. Planning is regularly checked to ensure that there is sufficient challenge for levels of ability, a criticism at the last inspection. The expectations of teachers are high and the work set is

interesting and exciting. Pupils enjoy the lessons. Interactive whiteboards have become an intrinsic feature across all classes and subjects. They are put to innovative use such as in an English lesson where the teacher used the stopwatch to countdown a quickfire question-and-answer session. Many of the pre-prepared flipcharts are rapidly flicked over so that pupils are always fully engaged in the discussion and so very little time is lost. Because of these high challenges, behaviour is often exemplary, small groups work very well together and concentration levels are high. Learning assistants are used well and have equally good subject expertise. Teachers use computers as an integral part of all their work, storing planning, resources and assessments as a matter of course. A further innovation is the use of voting pods as a way of quickly assimilating assessment information and will, in due course, provide a means of directing the correct level of work more efficiently.

88. The co-ordinator has been instrumental in bringing about an overhaul of the subject and improving the progress and achievement of all pupils. She has a very good idea about how well individual teachers and pupils are doing, through the very thorough monitoring of work, standards and test results undertaken at the end of each unit of work. Her present, very realistic priority, is to ensure pupils capable of reaching higher levels are given more difficult work. The evidence is clear that there are very thorough assessment procedures, which are the basis for strategic developments. The very well constructed subject improvement plan will point the way forward. All teachers are expected to understand their own strengths and weaknesses and support is given to develop any shortcomings. There is a very good capacity for improvement.

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

89. Very good use is made of technology across the school and in subjects. Teachers use interactive whiteboards very effectively; the good quality hardware is well placed and can be used regularly throughout all lessons. The City Learning Centre provides assistance and support for teachers through high quality in-service training. This enables teachers to see how to make the most effective use of their resources to support learning across the whole curriculum.

## **HUMANITIES**

It was only possible to observe two lessons each of geography and history. However, in both subjects, sufficient pupils' work was examined to form judgements on attainment and achievement. Similarly, discussions with subject co-ordinators allowed some judgement to be made regarding the quality of the curriculum and of subject leadership.

### **History and Geography**

Provision in history and geography is **good**.

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

- The curricula for both subjects are broad and engage pupils' interest; in particular, provision is enriched by visits to places that illustrate and support learning.
- There are clear guidelines on the skills and knowledge to be taught.
- There is a strong link to literacy and other cross-curriculum links.
- Good co-ordination by subject leaders in both areas.

#### **Commentary**

90. Standards and achievement in both subjects are good, which is an improvement since the last inspection. There are clear guidelines to ensure that all requirements of the National Curriculum are taught. Individual teachers choose when to teach topics, but because this is monitored, the school ensures that topics are taught regularly and systematically. Teachers plan interesting visits that broaden the scope of pupils' learning. This was a key issue from the

last inspection and has been extensively developed. A good example of this is the visit to Wandsworth Museum to study Roman life.

91. Teachers plan a broad variety of work, increasing the scope of learning. For example, Year 5 pupils, studying changes in exploration between Tudors and modern times, gained a good perspective of history. This was enhanced even more by a session in which children were asked to identify various spices by smell. In geography, they have conducted a local traffic survey to gain greater understanding of the locality. In a geography theme, on local and physical features of the landscape, pupils in Year 2 compared Fulham with the differing environments of places in the world. They did this by travelling the world with Flat Stanley. The work arising from each of these projects was of a good standard.
92. Where pupils are given opportunities to consolidate learning through written work, they apply literacy skills effectively. Work is differentiated according to pupils' need. This results in enrichment and challenge for higher attaining pupils and more focused work for some lower-attaining pupils. Pupils sometimes successfully apply their information and communication technology skills to work in history and geography. For example, in Year 4 geography study on grouping materials, pupils used the Internet to gain access to a website to download information about the mayor's plan for recycling in London.
93. Co-ordination and leadership of both subjects is good. Teachers' planning is evaluated and pupils' work is sampled to monitor provision. Teaching and learning in classrooms is beginning to be monitored. There is formalised assessment of pupils' work at the end of each term so that pupils' levels of attainment against National Curriculum indicators are recorded. Standards have risen from those reported at the last inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Music**

Provision for music is **good**.

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

- Standards of knowledge, skills and performance are above national expectations.
- Lessons are well planned to cover all the requirements of the programme of studies.
- There are good opportunities for performance in lessons and at other times.
- Pupils respond with good behaviour and enjoyment.

#### **Commentary**

94. Standards are above those expected and achievement is good. The school has a good range of instruments that are readily available for class music lessons, so that all pupils are able to learn by first hand experience. The published scheme provides very good support for teachers who are not music specialists and ensures that pupils cover the full range of national curriculum music, including singing and performance. It provides a well-chosen range of music with good representation of music from a wide range of genres and cultures, such as African and Caribbean music as well as traditional and classical pieces.
95. Pupils have good knowledge and understanding of musical terms. For example, pupils in Year 2 listened attentively and were able to distinguish between beat and rhythm when listening to pieces of music. They were able to use this knowledge to play percussion instruments, showing good control and rhythmic accuracy. There is good progression in learning as the pupils in Year 3 were able to consolidate this knowledge and the more able were able to explain the difference between beat and rhythm. By Year 6, pupils know the names of main groups of instruments and can respond to simple notation in singing and playing percussion

instruments confidently to accompany their singing. They sang very well in four parts, with clear diction and a good sense of musical phrasing and enjoyment.

96. Class teaching is good and well supported by the scheme of work. Lessons have good pace and teachers question pupils effectively and provide good opportunities for pupils to discuss their ideas and work together to compose and experiment. The interactive whiteboard is used well to provide good visual support for learning in some lessons. Pupils who have special educational needs are able to participate well during lessons because of the good support from teaching assistants.
97. The school choir is a popular extra-curricular activity and the pupils attain a very high standard of singing. The music co-ordinator has recently initiated an after-school music group where pupils play a range of instruments together. Part-time peripatetic teaching of piano lessons offers some opportunity for instrumental tuition for a small number of pupils. There are good opportunities for pupils to perform. They have taken part in the annual music festival organised by the local education authority and have performed in the school prom concerts at the Royal Albert Hall. They regularly sing at local community events including those at the local parish church, and at end of term musical productions such as in the recent production of 'Oliver'.
98. Leadership and management of music are very good and the co-ordinator has raised standards very well since her appointment. The subject has made very good improvement since the last inspection when some aspects were unsatisfactory.

### **Design and technology**

Provision for design and technology is **good**.

### **Main strengths and weaknesses**

- There are good cross-curricular links.
- Lessons are well planned to give pupils opportunities to choose their own materials and methods.

### **Commentary**

99. Overall, standards of work are broadly in line with national expectations, with approximately one-third of pupils having skills and knowledge above average expectations. Achievement is satisfactory. By Year 6, pupils have good knowledge and understanding about reinforcing and strengthening structures such as bridges and about methods of construction and joining materials. They are able to evaluate their work well and suggest refinements to improve design.
100. The scheme of work provides a satisfactory range of work to cover the requirements of the national programme of studies. The curriculum map is reviewed annually so that teachers can link units with other areas of the curriculum in order to make cohesive links. For example, design and technology work in Year 2 on Joseph's coat of many colours was well linked with ICT so that pupils were able to use the computers at the initial stage of design. In a Year 4 lesson observed during the inspection, there were good opportunities for pupils to use mathematical knowledge to measure before cutting card.
101. Teachers provide a good range of resources from which pupils are able to select materials and tools when making artefacts. This enables them to make good progress in the application of previously learned knowledge. Good teaching provides opportunities for pupils to reinforce their knowledge. For example, pupils in Year 2 were able to discuss with partners the relative effectiveness of different methods of joining fabric to make a miniature coat for Joseph. The teaching assistant gave pupils with special educational needs good support during the group

discussion. Good teaching also includes direct teaching on issues of safety, for example on the safe method of carrying scissors.

102. Pupils demonstrate good independence in their choice of materials and tools. The finished artefacts demonstrate good creativity and pupils work carefully, taking pride in their work. Good progress is made as pupils move through the school, with pupils in Year 1 designing and making pop-up cards, exploring simple levers as a mechanism for movement. By Year 4, pupils are able to explore and evaluate a range of more complex mechanisms to create a pop-up picture.
103. Leadership and management of design and technology have improved since the last inspection when standards were satisfactory but there were weaknesses in subject management and leadership. With the appointment of the present co-ordinator nearly two years ago, these weaknesses have now been addressed and leadership and management in design and technology are good. Recent Inset sessions led by a design and technology advisor have contributed towards improved skills and knowledge of teachers. The co-ordinator produces an annual subject action plan and monitors standards by collating evidence of pupils' work at the end of units of work. She has been able to observe few lessons and offers critical advice to colleagues.
104. Only a few lessons were seen in **art and design** and so it was not possible to make judgements about the quality of teaching. However, from the work on display, from discussions with pupils and from looking at portfolios and sketchbooks it is clear that the school provides a wide range of different opportunities and achievement is at least in line with that expected for their age. These opportunities are often linked to other subjects, topics and themes and enhance the understanding of the intrinsic nature of the subject. Pupils' standards throughout the school are above those expected for their age, with some excellent examples of careful sketching, drawing and painting. There are some examples of three-dimensional work but this is an area that the school is constantly developing as opportunities arise. The display of work adds to the attractiveness of the buildings.
105. Pupils are keen and enthusiastic about the tasks they are given. They show an increasing level of skill, such as in colour choice and in choosing different media. Older pupils can talk about why have decided to use pastels, for instance, rather than paint. The teachers plan the work carefully, using the time available well. They have a wide range of resources to use and these are efficiently organised. The subject has moved on well since the last inspection.
106. It was only possible to observe two lessons of **physical education (PE)** during this inspection and therefore a judgement cannot be made about the quality of teaching and learning. Judging from the work observed in Year 1 and Year 6, the scrutiny of planning, scrutiny of the provision for extra-curricular sport and discussion with the PE co-ordinator, provision and standards are at least satisfactory overall and in line with national expectations. This is similar to the findings of the last inspection. Achievement is at least in line with that expected for the pupils' ages. The weaknesses in outdoor provision identified in the last report have been addressed. Years 1-5 now visit an adventure playground and Year 6 visit an outdoors activities centre.
107. The PE curriculum map shows that there is appropriate coverage of the PE curriculum, with continuous teaching of gymnastics and blocked teaching of games and dance over the academic year. Pupils with special educational needs are well supported by teaching assistants during lessons. There has been an appropriate level of monitoring of the quality of teaching and learning and Inset over the past few years.
108. Leadership of PE is satisfactory. The co-ordinator has been in post for only half a term, and she has already made plans to review the scheme of work in order to provide better support for non-specialist class teachers. As a PE specialist, she is able to offer advice to colleagues. She is also planning to improve provision by strengthening links to local schools and

introducing more sports coaching through the LEA school sports initiative. The school's football team is currently enjoying a successful season.

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

109. Only a sample of lessons was observed during the inspection, as this is not generally seen as a separate subject within the primary curriculum. However, the school places a very high priority on ensuring that pupils are given the best opportunities to develop their personal, social and health education, as well as becoming aware of their own place within society. Regular discussions, known as 'Circle Time', take place in all classes. In these formal situations, pupils can talk about feelings and emotions and discover how to deal with any anxieties. Teaching is good and pupils achieve well. Staff are always available to provide a 'listening ear' to any concerns from pupils about their relationships or home life and this provides well for personal development. Sex education and drugs awareness are taught through science lessons and these are balanced with opportunities to hear from members of the local police and other services. Cultural differences are explored in a variety of lessons such as history and English.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### **Grade**

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>2</b> |
| How inclusive the school is  | 2        |
| How the school's effectiveness has changed since its last inspection | 2        |
| Value for money provided by the school                               | 2        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>3</b> |
| Pupils' achievement               | 3        |

|   |          |
|---|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>2</b> |
| Attendance  | 2        |
| Attitudes   | 2        |
| Behaviour, including the extent of exclusions                 | 2        |
| Pupils' spiritual, moral, social and cultural development     | 2        |

|  |          |
|--|----------|
| <b>The quality of education provided by the school</b>           | <b>2</b> |
| The quality of teaching  | 2        |
| How well pupils learn  | 2        |
| The quality of assessment  | 3        |
| How well the curriculum meets pupils' needs                      | 2        |
| Enrichment of the curriculum, including out-of-school activities | 2        |
| Accommodation and resources                                      | 3        |
| 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        |

|  |          |
|--|----------|
| <b>The leadership and management of the school</b> | <b>2</b> |
| The governance of the school                       | 3        |
| The leadership of the headteacher                  | 1        |
| The leadership of other key staff                  | 2        |
| 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).*