

# INSPECTION REPORT

## **ALLFARTHING COMMUNITY PRIMARY SCHOOL**

Wandsworth

LEA area: London Borough of Wandsworth

Unique reference number: 100996

Headteacher: Mrs V Bradbury

Lead inspector: Mr J Drinkwater

Dates of inspection: 27<sup>th</sup> - 30<sup>th</sup> September 2004

Inspection number: 266302

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

© Crown copyright 2004

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	454
School address:	St Ann's Crescent Wandsworth London
Postcode:	SW18 2LR
Telephone number:	020 8874 1301
Fax number:	020 8870 2128
Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Sloman
Date of previous inspection:	23 <sup>rd</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

Allfarthing Primary School is much bigger than schools of a similar type. It is situated close to Wandsworth High Street in an area mixed with rented accommodation and large owner-occupied houses. The school has a Nursery, and pupils in the school come mainly from the local vicinity. On entry to the school, pupils' attainment is very wide-ranging but overall is below average, with a significant number having problems with language development.

The percentage of pupils identified as having special educational needs, including statements, is above the national average. The school has recently welcomed a few pupils with particular behavioural or communication difficulties in the spectrum of Autism Disorders. The school has a significant ethnic mix - around 70 per cent of pupils are white. The percentage of pupils whose home language is not English is high at 10.6 percent. The percentage of pupils known to be eligible for free school meals, 11.7 per cent, is broadly in line with the national average of 17.9 per cent. There is mobility of pupils, particularly in Key Stage 2 with only about two thirds of pupils remaining at the school between Years 1 and 6.

Allfarthing is a Beacon School. The school is a centre of excellence for Information and Communication Technology. The school has also been awarded Wandsworth Borough Council's Charter Award for excellence as well as The National Schools' ECO award. The school has accreditation from the Local Education Authority for School Self Review and Evaluation. It has held the 'Investors in People' National Standard since 1995.

Allfarthing plays a major role in the training of student teachers. The school is a valued member of the School Centred Initial Teacher Training Consortium. The school also has successful teacher training partnerships with the Institute of Education at the University of London.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15090	Mr J Drinkwater	Lead inspector	Foundation Stage Information and communication technology Personal, social and health education
9590	Mr R Kitson	Lay inspector	
2639	Mr M Harvey	Team inspector	Mathematics Science History Geography Special educational needs
33697	Mrs L Howe	Team inspector	English Modern foreign language Art and design Music English as an additional language
33908	Mrs M Stockley	Team inspector	Design and technology Physical education Religious education

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>9 - 14</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14 - 15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>16 - 30</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Allfarthing Community Primary is a very good school** with many outstanding features. Leadership and management, particularly by the headteacher, are excellent. Overall, standards are well above average. Teaching, learning and achievement are all very good. **The school provides very good value for money.**

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

- Standards in English, mathematics, science and art are well above average.
- The headteacher is totally committed to the view that all children can succeed and her excellent leadership is crucial in driving school improvement.
- Managers ensure that any barriers to progress are quickly recognised and effectively tackled.
- Inclusion is excellent. Every child matters and they all get a fair deal. There is freedom from bullying and any other kinds of harassment. Racial harmony is outstanding.
- Support, advice and guidance for pupils are excellent. The provision for those with special educational needs is an outstanding feature of the school.
- The curriculum provided for children in the Nursery and Reception classes is of a very high quality.
- Teaching is very good throughout the school.
- The school makes a very valuable contribution to training the next generation of teachers.
- Above average standards in religious education that are attained by Year 2 are not maintained by the end of Year 6.
- The school lacks wheelchair access to all parts of the school.

Allfarthing Primary School is high-performing and has successfully consolidated its position since the last inspection. The school has effectively dealt with the few areas for improvement that were identified. Governance has improved, the curriculum is broad and balanced and there are now good opportunities for pupils to exercise personal initiative and independence.

### STANDARDS ACHIEVED

*The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.*

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

*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 very good overall.** The children in the Reception class achieve well and are on course to reach the goals they are expected to reach by the start of Year 1. The range of ability of the pupils when they first start school is wide and a significant number have problems with their language development, which initially holds back their progress.

**Overall, standards are above average and achievement is very good both by Years 2 and 6.** The school helps pupils to make good progress and adds very good value. Currently,

standards are well above average in English, mathematics, science and art by Year 2. The same is true for Year 6, despite the fact that only two-thirds of pupils who started in the first year group have remained through to Year 6. The impact of this mobility is reflected in the results shown in the table above. All groups achieve well, many very well, in all subjects of the national curriculum and progress at a good rate in relation to their capability and their earlier attainment. Achievement in religious education is satisfactory by Year 6.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils take their responsibilities as members of the school community seriously; they enjoy school and all it offers and behave very well. Attendance is well above average. The commitment to working against racism is communicated clearly and is uncompromising.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good.** Pupils learn very well and their progress is very good because **teaching is very good.** The splendid education provided by the Nursery and Reception team means that pupils are well placed to exploit the opportunities that occur later in the school. High quality teaching from Year 1 through to Year 6, results in pupils making considerably better progress than might be expected. The promotion of equality of opportunity is outstanding. Activities and demands are matched sensitively to pupils' needs; the provision made for pupils with special educational needs is excellent and they make very good progress.

**The curriculum is very good.** The National Curriculum and religious education curriculum are fully implemented. The curriculum is enriched by clubs and school visits. Whilst the accommodation is generally good, people with physical disabilities using wheelchairs do not have access to all areas of the building.

**The care, welfare and support that pupils receive are very good.** Support, advice and guidance for pupils are excellent. The headteacher and staff are acutely aware of pupils' progress and performance, particularly in English and mathematics. The school is geared to systematically and quickly identifying pupils' needs and successfully provides timely interventions to enable pupils to overcome difficulties that they may encounter. This is evident through the very good relationships with pupils and a comprehensive understanding of their achievements and development. Very good links throughout the school, and with other settings, help to ensure smooth transitions to, through and from the school. Processes for seeking pupils' views are highly effective. Pupils are confident and self-assured by the time they leave the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is excellent,** particularly by the highly respected headteacher. It is reflective, self-critical and innovative. She works in a close and effective partnership with her deputy and subject leaders to ensure the highest possible standards. **Management is excellent,** as is induction of staff and school self-evaluation in most subjects. **The Governing Body is very good.** Governors challenge and support the school very well and take extremely effective steps to ensure that the school successfully meets statutory requirements.

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



**Parents:** the vast majority of parents have very positive views of the school. They are very pleased about how well their children are progressing academically and personally.

**Pupils:** also have positive attitudes to the school, their teachers and to learning.

## **IMPROVEMENTS NEEDED**

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

- Improve access to all areas of the building for people with physical disabilities; and
- ensure that the above average standards in religious education that are attained by Year 2 are maintained by the end of Year 6.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall achievement is **very good** and **standards are well above average by the end of Year 2 and Year 6**. Allfarthing Primary School has a good academic track record as seen through the past trend of good results in national tests in English, mathematics and science.

#### Main strengths and weaknesses

- Very good achievement and well above average standards in English, mathematics, science and art and design.
- The achievement of pupils with special educational needs.
- Pupils from ethnic minorities achieve the same standards and make the same progress as other pupils with the same capability.

#### Commentary

1. The range of ability of the pupils when they first start school, in the Nursery, is very wide. A significant number of children have problems in terms of their language development. There are also a few who have very challenging special educational needs. Consequently, the overall ability in the current Nursery is below average. However, there are a few more able pupils with very good language and social skills. As a result of very good teaching in the Nursery and Reception classes, most pupils achieve very well and reach the standards expected of them by the time they enter Year 1, with the more able pupils reaching a higher standard.
2. In national tests at the end of Year 2 and Year 6, school results in 2003 were within the top quarter of schools across the country. Year 2 results were in the top five per cent of schools across the country for reading (when compared schools in a similar context), and writing (when compared with national results and with schools in a similar context). Similarly, Year 6 results were in the top five per cent of schools (when compared schools in a similar context). The trend of above average results is well established.

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

Standards in:	School results	National results
reading	17.9 (18.1)	15.7 (15.8)
writing	17.4 (16.0)	14.6 (14.4)
mathematics	17.9 (18.1)	16.3 (16.5)

*There were 59 pupils in the year group. Figures in brackets are for the previous year.*

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	29.8 (28.7)	26.8 (27.0)
mathematics	28.7 (28.7)	26.8 (26.7)
science	30.3 (30.1)	28.6 (28.3)

3. Inspection drew upon a wider base of evidence than test results and confirms that standards are currently well above average in English, mathematics and science in Years 2 and 6. Very good reading and writing skills enable pupils to access the curriculum fully. In mathematics, pupils throughout the school have a particular strength in calculations and number. The proportion reaching higher levels of attainment in the national tests in science at Year 6 is particularly impressive. The school very carefully tracks pupils' progress in English, mathematics and science. The headteacher and deputy focus sharply on how well all pupils are doing. They examine results on the basis of gender, ability and ethnic grouping. Action is planned so that any barriers to progress are effectively tackled. This is particularly helpful for pupils with special educational needs, who, as a result, make very good progress.
4. Achievement in these subjects is very good throughout the school. Pupils progress at a very good rate in relation to their capability and their earlier attainment, irrespective of gender, disability or ethnic grouping. This is evident in the school's careful tracking of value-added measures. A number of children join the school part way through their primary education; these pupils make good progress but do not reap the same benefits as those who have received the full impact of the provision at Allfarthing Primary. The lower performance of a few of these pupils has a disadvantageous impact upon school performance when judging standards against prior attainment, i.e. comparing 2003 results for Year 6 with their results in Year 2. Thus, standards for mathematics and science were average (when compared with similar schools). The focus on the key literacy skills, intervention programmes and support for pupils with special educational needs has mitigated against this and results are within the range of the top quarter of schools across the country.
5. Standards are also well above average in art and design by Year 2 and Year 6 and achievement is very good. Pupils are particularly good at using line, tone and pattern in their work. Standards are above average and achievement is good in all other subjects by Year 2 and by Year 6, except in history by Year 2 and religious education by Year 6, where standards are average. Competence in information and communication technology is good. Overall, standards have improved since the last inspection.
6. Pupils with English as an additional language are fully included and make good progress. Although standards in literacy for these pupils are below average, the inclusive nature of the curriculum fosters good achievement. Attainment is analysed by ethnicity and all pupils attain standards that reflect their capability. If action is required to address issues that arise as a result of this, the school does not falter.

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

Attendance, punctuality, pupils' attitudes, behaviour and spiritual, moral, social and cultural development are all **very good**.

### **Main strengths and weaknesses**

- There is freedom from bullying, racism and other forms of harassment.
- The high expectations for pupils' conduct pervade the whole school.
- Relationships are strong and racial harmony is exemplary.
- Pupils demonstrate very good respect for the feelings, values and beliefs of others.

## Commentary

7. Attendance at the school is very good, as it was when the school was last inspected. Parents expressed the view that pupils are happy at the school. The school actively promotes good attendance, which is well above average, and pupils are very keen to come to school, arriving promptly. Parents and carers support very good attendance.

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

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

8. Pupils of all abilities and from different ethnic backgrounds involve themselves fully in the life of the school and the wide range of extra-curricular activities. Pupils' behaviour is very good in lessons and about the school, as it was when the school was last inspected. There have been no exclusions. The levels of politeness are a credit to the parents, staff and pupils. The headteacher and her team work very successfully to ensure good behaviour. The rare instances of bullying are dealt with very quickly. Parents are very appreciative of this.
9. Pupils are enthusiastic and keen to work hard. Consequently, they learn effectively. They are very willing to take responsibility and, as they mature, take on increasingly important roles. The democratically elected head girl and head boy and the School Council are very good examples of this.
10. Allfarthing is a culturally diverse school that is free from racism and other forms of harassment. The commitment to working against racism is communicated clearly and it is uncompromising. During the inspection, a Year 6 pupil commented, with great emphasis, that *"racism is not tolerated at all!"* This is clearly apparent in lessons. All pupils have constructive relationships, mixing naturally by gender, race and ability. They collaborate well in lessons when it is appropriate. The promotion of good relationships and racial harmony is excellent.
11. Pupils are self-assured and confident. Those with special educational needs show good levels of perseverance. Their needs are well met in class and those who attend extra support lessons in "The House" are happy to do so. Pupils who are at an early stage of learning English as an additional language sometimes lack confidence but their attitudes are good because of very good provision.
12. The spiritual, moral and cultural development of the pupils is very good. Spiritual development is good. During the inclusive acts of collective worship, there are good opportunities for reflection. Pupils understand the importance of religious festivals. Personal, Social and Health Education makes a valuable contribution to each pupil's growing self-awareness as they get older. There is a good emphasis upon self-discipline. Pupils show very good respect for the feelings, values and beliefs of others. They are pleased with the successes of others.
13. Pupils clearly understand and apply the differences between right and wrong. They know how they behave always has consequences. As a parent put it, *"Children understand what is fair"*. Play times and lunchtimes are pleasant and relaxed. Pupils are encouraged to understand their responsibilities of living in a community, which they take very seriously, and are very socially aware. This starts from the moment the pupils enter school in the Nursery and Reception classes, where the achievement of early learning goals in Personal, Social and

Emotional Development of pupils is good. Parents spoke of the pupils' remarkable care for each other.

- The pupils' appreciation of their own and other cultural traditions is good. As a parent stated, "There is no divide". The school has excellent links with a school in Ghana, including teacher exchanges. There is a good multicultural dimension to the curriculum.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Pupils learn very well and their progress is very good because **teaching is very good**. The school has a broad curriculum that fully meets National Curriculum requirements.

### Teaching and learning

Teaching and learning are **very good** in the Nursery and Reception classes, Years 1 to 2 and Year 3 to 6. The quality of assessment is good.

### Main strengths and weaknesses

- Inclusion is excellent – teachers provide all pupils with equality of opportunity.
- High expectations – there is a strong school-wide culture that pupils are expected to succeed.
- The valuable and valued contribution made to learning by support staff.

### Commentary

#### *Summary of teaching observed during the inspection in 55 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5 (9%)	20 (36%)	23 (42%)	7 (13%)	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.*

- Inspection evidence, that goes beyond lesson observations, supports the views of pupils, parents and governors that teaching is very good. This is an improvement since the last inspection.
- Teaching and learning in the Nursery and Reception classes are very good. An excellent range of teaching methods is used. The dedicated team of teachers and support staff ensure there are very good opportunities for all children to engage in well-planned activities as well as those that are initiated by pupils themselves. Skilled teaching ensures that these young pupils see no distinction between "play" and "work". Teachers and others make very good interventions, particularly when developing language. The splendid education provided by the excellent team in the Nursery and Reception classes means that pupils are well prepared to make very good gains in their learning as they progress through the school.

17. Teaching and learning are very good in Years 1 to 2 and Years 3 to 6. Pupils enter Year 1 attaining standards that are normally expected, but very good teaching results in well above average standards in the crucial subjects of English, mathematics and science by Year 2 and Year 6.
18. The main strengths of teaching are common throughout the school. There is thorough preparation and planning by staff and pupils know what it is they are to learn in lessons. Teachers and support staff consistently insist on high standards of behaviour, exercising calm authority. Teachers have high expectations of pupils and the level of challenge in lessons is very good. This reflects the headteacher's total commitment to the view that all children can succeed.

#### **Example of outstanding practice**

**Where teaching is excellent, it is imaginative and makes learning vivid and relevant, examples of this include the following:**

While moving from one lesson to another, an inspector was intrigued to see pupils using a rope for skipping in the playground. It was obviously not a physical education lesson or playtime. Upon investigation, it turned out to be a mathematics lesson for pupils who had special educational needs. While the children were skipping, they counted out loud in "threes" and were thoroughly enjoying themselves. They were all eager to take part and pleased when they could "skip up to thirty". The teacher followed this introductory activity up in a brilliantly-paced lesson that maximised the learning opportunities. This and the remainder of the excellent teaching in the lesson resulted in very good learning and achievement when taking account of the pupils' capability.

19. The teaching and support staff make every effort to ensure that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. Rather than treating all children the same, teachers take account of their varied life experiences and needs. Pupils for whom English is not their first language are well supported well in lessons through effective use of adapted organisation and resources. The schools' emphasis on developing speaking and listening skills creates a range of formal and informal opportunities for all pupils to develop language skills.
20. Teachers deploy a wide range of strategies in support of pupils with special educational needs. Pupils who are underachieving are identified early. Appropriate support is provided in class with the help of differentiated work, by help from a learning support or teaching assistant or by withdrawal for small group tuition in mathematics or English. Some pupils have further support from a reading tutor. As a result, they quickly begin to catch up and make very good progress.
21. Learning is very good because of the very good teaching. Pupils acquire new knowledge or skills in lessons. They develop their ideas and increase their understanding in lessons from Nursery to Year 6, making better progress than would normally be expected. Pupils make the best of the opportunities provided for them to work independently and collaboratively. The latter has improved since the last inspection.

22. Assessment is very good in Nursery and Reception. Staff constantly make notes on pupils' involvement and achievement. This information is then used to plan the next stage of learning. Assessment is generally good elsewhere in the school as teachers make good use of assessment to respond to individual needs. Consequently, pupils know how they can improve. The latter is particularly true of English and mathematics, where pupils show a good awareness of the targets that have been set for them.
23. Many of the successful teaching assistants show many of the characteristics of good teachers. They are expert in their support of pupils, especially those with special educational needs. They very effectively support teachers and often expertly lead groups or sessions.

### **The curriculum**

The curriculum provision is **very good**, meeting the pupils' needs very effectively.

### **MAIN STRENGTHS AND WEAKNESSES**

- Excellent provision for pupils with special needs and support for equality of access to the curriculum for all pupils currently attending the school.
- Very good breadth and balance of curriculum across the school enhanced by an extensive range of curriculum enhancement experiences.
- Limited access to the school building for people using wheelchairs.

### **COMMENTARY**

24. The rich curriculum meets all statutory requirements, including provision for religious education and collective worship. The curriculum provided for children in the Nursery and Reception classes is of a very high quality. The curriculum from Year 1 to Year 6 is broad and teachers successfully exploit opportunities in a range of subjects to promote the acquisition of basic skills. The school has identified the need to create opportunities for the development of language skills, which leads to literacy having a strong focus in timetables.
25. The school includes a great deal in the curriculum. The potential for imbalance of time for subjects is addressed through careful cross-curricular planning.
26. The curriculum effectively meets the needs of pupils of different abilities. There is very effective provision for more able pupils and very effective intervention strategies used for pupils who are vulnerable to underachievement. Support staff are expert in their support of pupils. There is flexible timetabling to avoid pupils always missing the same lessons.

#### **Example of outstanding practice**

**The multi-faceted provision for pupils with special educational needs is an outstanding feature of the school.**

The school is acutely aware of the needs of the pupils with special educational needs and makes excellent provision, funding a good range of additional therapies such as occupational therapy, speech therapy, Intuitive

Overlay assessment for dyslexia and the provision of a quiet room for those who need a calming period. Astute use is made of a grant-funded teacher and the school's Reading Manager.

Pupils are involved in setting targets for improvement and these are shared with parents and carers. Regular assessment tracks progress and a half-termly check of the impact of the intervention is carried out.

There is very good communication between support staff, class teachers, curriculum managers and pupils to promote independent learning and minimise dependence on adults.

This excellent support ensures that pupils sustain their attention and concentration on tasks in lessons, which leads to successful learning and good achievement. Achievement of pupils identified with special needs is good and most achieve the nationally expected standards in the end of key stage tests, particularly in English, by Year 6.

27. Due to the proposed closure of local Special Schools staff have had to respond to new levels of special educational needs. Typically, the school has responded to this swiftly and staff have been trained for the new range of specialist support required.
28. Personal and social education is woven throughout the whole curriculum in addition to some timetabled lessons and has a positive impact upon pupils' personal development. Specific issues, including drug awareness and sex education, are also covered effectively through other curriculum areas, such as science.
29. The school is inclusive and provides a very good curriculum for all pupils, taking account of their varied life experiences and needs. Every child matters, they all get a fair deal and all can access the curriculum. The significant proportion of pupils for whom English is not their first language is very well supported by effective use of additional support staff, modified resources and flexible groupings. The curriculum takes very good account of pupils' cultural and religious beliefs and diverse ethnic backgrounds. This reflects the schools' ethos that is conducive to openness and respect. Consequently, quality of access is excellent.
30. The curriculum in the Nursery and Reception classes prepares very well for the move to Year 1. There is smooth transition between classes. The range of experiences and the fostering of pupils' personal development prepares them very well for the move to secondary school.
31. The school has an innovative curriculum and carefully evaluates new ideas before integrating them into existing practice. More able pupils have opportunities to develop their thinking skills. In religious education sessions, older pupils learn about philosophy. Action research and transforming learning programmes enhance the mathematics and science curriculum.
32. Curriculum enrichment is very good. A wide range of visits, visitors and events add to the curriculum. An impressive range of after-school clubs offer older pupils a wide choice of activities and are well attended. At present these are limited to pupils from Years 3 to 6 but are planned to be extended to younger pupils at lunchtimes. Pupils with particular skills and interests are encouraged to participate in activities in the wider community, such as joining local African Drum Groups.
33. The school is well staffed and teachers show good subject knowledge. Good use is made of specialist teaching, especially in music and physical education. Support staff



play a valuable role in boosting learning. The office staff and premises officer are very effective, enabling the leadership team to concentrate on meeting the needs of pupils.

34. Effective use is made of the good accommodation, which is on three floors. Classrooms are unequal in size and some are small for the current teaching groups. There is an attractive library and very good spacious computer suite on the top floor both of which are used well. However, this and other areas of the building are not easily accessible to anyone using a wheel chair. The school is aware that this could present access problems in the future and is seeking ways to address this. The outside playground areas for both key stages are safe, attractive environments with quiet areas, a range of play equipment and playground markings to cater for a range of activities.
35. Resources are very good and very effectively used to support teaching and learning for all pupils.

### **Care, guidance and support**

Pupils are very well looked after. The support, advice and guidance they are given are **excellent**. This is an improvement since the last inspection.

### **Main strengths and weaknesses**

- Allfarthing is a very safe and caring school.
- Pupils receive excellent support with their learning and personal development.
- Provision for SEN pupils and the more able pupils is excellent.
- This is a very inclusive school where all pupils are valued and their views are sought and acted upon.

### **Commentary**

36. All staff are aware of their responsibilities for child protection procedures. Routines for dealing with first aid, medicines and accidents are well established, with an appropriate number of staff trained in emergency first aid. Effective procedures ensure that the pupils work in a healthy, safe and secure environment.
37. Pupils have very good and trusting relationships with one or more adults in the school, all of whom act as good role models. Allfarthing Primary is a very inclusive school where all pupils are valued and their views actively sought and acted upon. An example of this was when the headteacher sought the views of members of the School Council on the selection of new play equipment for the school playground.
38. Class teachers carefully check and support pupils' personal development and promptly bring any concerns to the attention of parents if the need arises. Monitoring of their academic performance is good, with pupils being given individual targets on how they can improve their learning.
39. There are excellent induction arrangements for new children that help them make a smooth start to schooling. Personal interviews with new parents ensure that pupils' individual needs are carefully noted in staff records. Parents of the younger children are encouraged to help in the Reception classes and those that do, make a valuable contribution to the children's education. Pupils joining the school at other than normal

entry times are also well supported. On joining the school, a 'buddy' pupil is arranged to help them quickly integrate into the life and work of the school.

40. The school gives excellent support to pupils with special education needs and uses outside agencies whenever necessary. The support for parents and pupils from minority ethnic backgrounds, especially those not communicating easily in English, is very good.

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

The school has **excellent links** with parents and uses the community very well to support pupils' learning.

### **Main strengths and weaknesses**

- Excellent links with parents, local schools and colleges.
- Very good links with the community, which it uses effectively to enhance the curriculum.
- The excellent arrangements for the transfer of pupils leaving the school.

### **Commentary**

41. The school has excellent links with parents and carers. Most parents are very satisfied with the information they receive about the school and in particular about how well their children are progressing academically and personally. End-of-year reports are comprehensive and contain targets on how pupils can improve. Pupils and parents are encouraged to respond or comment on these targets. Each term, well-attended meetings are held when the progress of children is reviewed. Parents are comfortable about approaching the school with any problem or concern.
42. At the pre-inspection meeting, parents were full of praise for the links established between themselves and the school. They stated that consultation and communication are good. The school consults parents from time to time on a range of issues and acts upon their views. Parents are encouraged to help in school and with the children's work at home, particularly with reading. During the inspection, a number of parents were observed helping in Reception classes very successfully. Each term, parents are given details of the topics being studied by their children and they are encouraged to give support by visits to the library or museum.
43. Parents feel that the school's links with the community is one of its strengths. Examples include visits to the fire station, local museum and library. It holds fairs and art exhibitions to which the public are invited. The local vicar visits the school to take assemblies. It has a business link with a national firm. The choir sings in the local shopping centre and the school takes part in a number of London competitions, for example one on design and technology. The school also has a Marketing Committee consisting of members of the Parent Teachers' Association and Governors to promote the school to the community. All of these enrich the curriculum provision.
44. The school has a very active Parent Teachers' Association that has developed effective fund-raising systems. Considerable money is raised for school funds, which are used to enhance facilities and to purchase valuable playground equipment and other resources. Parents are also encouraged to help in school and do assist in a number of ways. This

gives them insights into their children's learning. The school values the contribution of parents.

45. The school gives excellent support to pupils transferring to the secondary phase of education. Parents are very pleased by the support they receive from the school when their children are due to transfer to secondary schools. Preparation evenings are held well in advance of transfer. The headteacher offers interviews to individual pupils and their parents to assist them to select the most appropriate school. This is highly valued.
46. The school has developed significant partnerships with local secondary schools, universities and colleges and provides placements for student teachers. All these arrangements are of a high quality and enhances the curriculum and pupils' learning. The school makes a very valuable contribution to training the next generation of teachers.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are excellent. This is an improvement since the last inspection.

### **Main strengths and weaknesses**

- The headteacher provides outstanding leadership and is dedicated to ensuring the highest possible standards.
- The effectiveness of management is excellent.
- Subject managers monitor and manage their subjects very effectively.
- Performance management is well linked to school improvement.
- Governors are committed, well informed and have a secure understanding of the strengths and weaknesses of the school.
- Financial resources are well used to provide a wide range of good quality resources and experiences for pupils.

## **COMMENTARY**

47. The leadership of the highly respected headteacher is excellent. It is reflective, self-critical and innovative. The headteacher is dedicated to ensuring the highest possible standards and achievement in all aspects of the school's work. She works in a close and effective partnership with her deputy and subject leaders. She makes certain that each pupil, irrespective of ethnicity, gender or capability, receives high quality provision and achieves the highest possible standards. Everyone in the school, including the governors, supports this approach.
48. There are very good systems for ensuring that, through performance management, the individual targets for staff are linked to school improvement. Everyone, teaching and non-teaching staff, has a part to play. Subject managers are empowered. They, as well as the senior managers, monitor their subjects well. They have a good view of the quality of work in their subject and draw up plans for improvement. Self-evaluation is excellent and is embedded into the school's culture.
49. Leadership and management of key staff is very good. They are open to new ideas. Teachers readily undertake continuing professional development in order to address areas for improvement. For example, there is an action research project underway in

mathematics, introducing changes in teaching and learning styles. Teachers are ambitious to improve their practice and learn from others.

50. Induction of staff is excellent. The school is committed to initial teacher training and provides a good school-based training route into teaching. This is a significant strength of the school. Involvement with training institutions also enables the school to offer interesting roles to teachers, helping both recruitment and retention of good staff.
51. The managers use information on pupils' progress very well. They have devised and implemented efficient systems to track all pupils, to pick up early signs of underachievement and to put in place effective action to remedy any problems. Any pattern arising from an analysis of comparative data is discussed with governors and plans are put in place to deal with it. There is a direct link between the school's results, the school development plan and managers' performance management targets. The school development plan is a comprehensive school improvement plan and has suitable priorities, and planned action is implemented effectively.
52. Provision for more able pupils is well managed. The provision for pupils with special educational needs is very well managed. Statutory requirements are met. The governor with a special interest in special educational needs is well informed and active. Staff are well deployed and have undertaken special educational needs training enthusiastically in response to changing needs in the school. The special educational needs manager is dedicated and innovative and ensures that the school provides successfully for these pupils.
53. The governing body has improved its effectiveness since the last inspection. It is now very good. Procedures allow governors to have a very good overview of the school and they are appropriately involved in shaping its future. They have an annual programme of focused visits. They are fully involved in shaping policy and drawing up plans for improvement. Their cycle of meetings meshes well with the school's development cycle and publication of results. Governors challenge and support the school very well and take very effective steps to ensure that the school successfully meets statutory requirements. Their involvement in performance management is good.

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

Income and Expenditure (£)	
Total income	1,322,701
Total expenditure	1,311,563
Expenditure per pupil	2,888

Balances (£)	
Balance from previous year	75,655
Balance carried forward to the next year	88,771

54. Financial planning is good. The school uses its money for the benefit of pupils currently at the school. The school has a very good range of quality resources to assist learning. The new interactive whiteboards, for example, are being used well. The school improvement plan contains priorities staff and governors have agreed on. Money, time and resources are allocated appropriately. Governors have a good grasp of budgetary and staffing priorities.
55. The grants the school receives for pupils with special educational needs and for minority ethnic pupils are very well spent. Money is used well to access training for teachers.

56. The school operates systems that are based on the principles of best value. The school is very effective yet costs are average.
57. When the standards achieved by pupils, the quality of education provided by the school, its quality of leadership and management, its ethos and overall improvement since the last inspection are compared with its cost per pupil, the school is offering very good value for money

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

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

The overall provision for the pupils in the Foundation Stage is **very good**.

Teaching in Nursery and Reception classes are very good. Many of the strengths in teaching are common to all areas of learning. The range of teaching methods used is excellent and includes: one-to-one support; group work; whole-class teaching; activities that pupils initiate themselves; and indoor and outdoor play. There is very good provision of a wide range of child-friendly resources. Talk is actively encouraged as language opportunities are fully exploited. All staff have delightful relationships with the children. Consequently, the very effective management of behaviour is implicit rather than explicit.

Inclusion is excellent. The classes are culturally diverse and have a wide range of ability, from the more able to those with of pupils with particular behavioural or communication difficulties in the spectrum of Autism Spectrum Disorders. The team of adults respond to the wide-ranging needs very well. Pupils' achievements reflect their capabilities and prior attainment. The Nursery and Reception classes are free from racism. Pupils show a growing understanding that children have different needs, views, cultures and beliefs. They treat each other with respect.

Progress made by the children in the Nursery and the two Reception classes is good, as when last inspected. Overall, standards in the areas of learning are average, which is lower than when the school was last inspected. This is predominantly due to lower standards in language on entry to Nursery. However, more able pupils continue to attain above average standards in some of the areas of learning.

The splendid education provided by the team in the Nursery and Reception classes has a positive impact upon achievement and learning. Pupils are well placed to exploit the opportunities that occur later in the school.

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

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

## Main strengths and weaknesses

- Pupils develop confidence and improved levels of concentration.
- Pupils co-operate, behave very well and work collaboratively.
- Very good opportunities for pupils to develop independence.
- Opportunities for outdoor activities are well developed.
- Pupils have very good relationships with other pupils and adults.
- Strategies to achieve the successful social and emotional development of vulnerable pupils.

## Commentary

58. Very good teaching in this area of learning results in very good achievement.
59. Pupils attain the standards normally expected for their age. They show a level of understanding appropriate for their age, that people have different needs, views, cultures and beliefs that need to be treated with respect. They are confident and enjoy trying new activities. They select activities, materials and books and complete some activities with little adult intervention. Children move independently about the room. In the Nursery, pupils were only beginning to learn to take care of the resources. For instance, when asked to tidy the outdoor area before going inside, most just went in and did not contribute to the tidying. In a music lesson, Nursery pupils found it difficult to take turns but were beginning to be aware of boundaries set and the behaviour looked for. By Reception, pupils understand class conventions and generally respond positively to expectations about tidying up. In Reception, pupils are familiar with the routines and systems.
60. Aspects of personal, social and emotional development are above average. Pupils have very good relationships with other pupils and adults. They form very good relationships with adults and other pupils. In some instances, they listen in rapt attention, showing higher than expected levels of concentration in response to excellent teaching. When using the computer suite, a Reception class sat very quietly and listened attentively. This reflected the calm manner of the teacher.
61. Teaching is very good. The dedicated team of teachers and support staff in Nursery and Reception ensure very good opportunities for all children to engage in well-planned activities as well as those that pupils initiate themselves. This helps ensure growing independence prior to transfer to Year 1. Children receive praise and encouragement from staff that is effective in building up pupils' self-esteem. Great emphasis is placed on establishing constructive relationships. All adults act as positive role models. Planning activities that promote personal development is given a good emphasis. Staff provide a structured approach to achieve the successful social and emotional development of vulnerable children and pupils with particular behavioural or communication difficulties. For instance, in Nursery, support staff take a key role in sensitively supporting these pupils, encouraging them to take part in social activities. There is also a quiet area away from other pupils. Staff ensure that all pupils are included in activities, taking careful account of individual personal, social and emotional needs.

## COMMUNICATION, LANGUAGE AND LITERACY

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

## Main strengths and weaknesses

- Talk is actively encouraged.
- Pupils listen with enjoyment, and respond eagerly to stories.
- Support for pupils who have problems with their speech.

## Commentary

62. Achievement in this area of learning is very good because of very good teaching.
63. Most pupils attain the standards normally expected for their age, although a few still use limited language in Reception. Pupils use their speaking and listening skills appropriately thorough all areas of leaning. All adults encourage pupils to talk about what they are doing. In the Nursery, pupils are beginning to listen and respond to rhymes. In a Reception session, pupils listened with enjoyment, and responded well to stories. For instance, when a teacher read the story, "Imagine You Are A Crocodile", with vivid expression, the pupils were totally captivated. They sat with eyes wide open, reacting wonderfully to each nuance of the story. Opportunities for language development were fully exploited. For instance, when a child could correctly use the terms 'front and back cover', the teacher exaggerated her pleasure at this response, saying to the member of the support staff, "You won't believe what ----- knows!" This was immediately moved up a gear by talking about the spine of the book. The member of the support staff then asked, "Do we have spines?" In Nursery pupils are encouraged to write although some pupils do not know how to hold a pencil or brush correctly. This has improved by the time pupils are in Reception.
64. A few pupils attain above average standards in the use of spoken language. They talk very confidently and use a wide-ranging vocabulary, engaging confidently in conversations with pupils and adults.
65. Skilled teachers and support staff coax language out of those children who are sometimes rather shy and lack confidence. Adults note vocabulary used and carefully introduce a broader vocabulary. Activities are carefully structured to create opportunities for social interaction that promotes talking. These include good opportunities for linking language with physical movement in action songs, such as "The Wheels on the Bus", and rhymes, role-play and practical experiences. Pupils know that print carries meaning. They show an understanding of the elements of stories, such as main character, sequence of events, and openings of stories. They can identify the front and back covers of books and understand the term 'author'.
66. Teachers give time for conversations with pupils, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language.
67. There is early identification of, and response to, any particular difficulties in children's language development. The school provides support for pupils who have problems with their speech and language skills. This is a very good example of the very good management, with pertinent action taken in response to the assessed problem of lower than average language skills.

## **MATHEMATICAL DEVELOPMENT**

68. Planning shows that this area is well catered for. The classroom environment supports the development of mathematics very well. However, during the inspection, this area of learning was not fully observed.
69. In many of the activities in Nursery and Reception, teachers draw out the mathematical learning, including observing numbers, shape and patterns. Pupils show an appropriate understanding of shape. A child could count all the snake eggs in a picture. Teachers take every opportunity to embed learning in number and shape through stories and songs and rhymes. Past assessments show that pupils' attainment in mathematical development was just above the average for the London Borough of Wandsworth, despite the fact that they entered school with lower than average skills in this area of learning.

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

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

### **Main strengths and weaknesses**

- Pupils take part in experiments that develop curiosity and stimulate learning.
- There are a number of opportunities to explore materials and ask questions.
- Pupils have regular opportunity to visit places of interest.

### **Commentary**

70. Very good teaching in this area of learning results in very good achievement.
71. Pupils attain the standards normally expected for their age. They closely observe natural objects. When using a magnifying glass to looking at a collection of natural objects, Reception pupils looked closely at similarities and differences between them. They show great curiosity and are able to describe carefully what they can see. They are eager to find out more. They confidently use computers in lessons and in the computer suite. They build and construct with a wide range of objects.
72. Activities are based on first-hand experiences and adults encourage exploration, observation, and discussion. The Nursery and Reception teaching areas provide an environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity. Teachers take every opportunity to help children communicate orally. Opportunities that help children to become aware of, explore and question differences in pupils are sensitively developed. When working in small groups, mix by gender, ability and race is consistently encouraged. Groups are carefully rotated to ensure full participation.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**



- The use of the outdoor area is good.
- Opportunities for pupils to explore malleable materials, cut, stick and write.

### **Commentary**

73. Very good teaching in this area of learning results in very good achievement.
74. Pupils attain the standards normally expected for their age. Daily physical activities in the outdoor area are well planned and all pupils have regular access. They have regular opportunities to run, climb and jump. Children are developing control over their bodies and the way they move. Some are almost fearless when undertaking large-scale movements, such when using the climbing frames. They ride wheeled toys, etc., changing direction to avoid obstacles. There are many opportunities to acquire skills in cutting and sticking and working with malleable materials. Pupils have regular access to a range of construction activities, both inside and out, with the result that pupils quickly develop a standard of manual dexterity in handling materials common for pupils at this age.
75. The accommodation provides sufficient space, indoors and outdoors, for relevant physical activities and teachers fully exploit this in providing opportunities for pupils. Time is used well for children to develop their skills. Resources are used in a variety of ways to support specific skills. Teachers provide activities that involve threading and posting toys; shapes and materials for making are always available. This ensures that all children are encouraged to develop appropriate fine control skills.
76. Pupils are encouraged to work alongside each other co-operatively. Additional adult help is given to support individuals and to encourage increased independence in physical activities.

### **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Opportunity for developing knowledge and skills in music is good.
- Opportunity for developing imaginative play is very good.

### **Commentary**

77. Achievement is very good and pupils attain the standards normally expected for their age. Teaching is very good.
78. Pupils engage in imaginative play in the role-play areas. In music sessions, they enjoy singing simple songs. They develop skills needed in the curriculum for art. Pupils are able to express their creativity and draw upon their imagination and originality.
79. The teachers and support staff provide a wide range of activities, stimuli and ideas. In the Nursery, participation in a music session was strongly encouraged by the staff. The pupils listened to songs and most joined in with action songs, although a few were more reticent. The pupils enjoyed the activities and responded well when the music teacher asked pupils to identify a range of sounds.

80. Time is provided for children to explore, develop ideas and finish working at their ideas. Adults offer sensitive support but do not dominate activities. In a session in Reception on “special friends”, pupils considered self-portraits. They were keen to participate and to use appropriate colours for faces. Discussion took place about the self-portraits. The teacher encouraged children to look carefully at differences between pupils such as hair colour, skin colour and the shapes of faces. Praise was used very well to show that the adults valued the pupils’ ideas and finished products. At times, teachers appropriately direct teach new skills, for example when making biscuits.
81. The accommodation provides enough space for pupils to create over time, so that things can be left out until later.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

#### **English**

Provision for English is **very good**.

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

- Standards for pupils aged seven and 11 are well above average and pupils achieve particularly well in reading and writing.
- Pupils with special educational needs and those for whom English is an additional language make very good progress.
- Teaching and learning are very good.
- The library is attractive and well used but is inaccessible to people with wheelchairs.
- Strong subject leadership is sharply focused on raising standards.

#### **Commentary**

82. The standards attained in the English national tests in Year 2 and Year 6 have been consistently well above average over the last few years, both in comparison with all schools and with similar schools. In Years 2 and 6, the proportion attaining attainment of higher levels is high, particularly for writing. Girls, boys and pupils from ethnic minorities all achieve very well, making the same progress as pupils other of similar ability. This is particularly so for those who stay in the school throughout Years 3 to 6. Pupils with special educational needs are very well supported and make very good progress. Inspection confirms this positive picture of above average standards in English throughout the school.
83. Standards in speaking and listening are above average by Year 2 and well above average by Year 6. Pupils mostly speak confidently, although some in Years 1 and 2 are more reticent. Good teaching ensures that this confidence grows. By Year 6, pupils respond well to challenging questions, expressing themselves clearly in a range of contexts. Pupils use a good vocabulary and structure sentences well. Occasionally, lack of clear diction hinders achievement in areas such as spelling and the use of phonic knowledge to understand words in reading. The school has identified this and has a focus on fostering pupils’ use of standard English. Effective additional support is

provided for pupils for whom English is not their first language and who are at an early stage of English language acquisition.

84. Reading is well above average by Year 2 and Year 6. Year 2 pupils are enthusiastic about reading, and talk about and re-tell familiar stories. Pupils read challenging texts accurately and with understanding. More able readers read texts such as Roald Dahl's "The Twits" accurately and with understanding. By Year 6, pupils express clear views about characters, themes and different authors styles. More able pupils make sophisticated interpretations of text.
85. Writing is well above average by Year 2 and Year 6. In Year 2, pupils can follow a pattern from a familiar story and produce their own version. They are starting to be able to make work more interesting, with words chosen for variety and interest, which is above average for pupils of this age. By Year 6, work shows variety and engages readers in a range of contexts including fictional and non-fictional. Pupils present writing in a variety of forms with appropriate layout. Pupils write in complex sentences with a range of connectives. Grammar is usually correct, although some reflects local dialects. Pupils use a range of punctuation correctly.
86. Teaching and learning are very good throughout the school. Teachers' very good subject knowledge and enthusiasm lead to a high level of motivation and sustained concentration from pupils. High expectations result in well above average standards in lessons. Lessons are carefully planned and pupils are given good support. More able pupils are challenged through extension tasks. In the best lessons, teachers use evocative language, inspiring pupils to be expressive and use a more extensive vocabulary. Assessment is very good. Teachers consistently use constructive comments on pupils' work and give clear evaluations and areas for improvement. Pupils are aware of targets and, in Year 6, are encouraged to add their own written comment alongside the teacher's.
87. The very good quality of teaching leads to very positive attitudes to the subject. Pupils are enthusiastic readers and writers. Most read regularly at home and use the local library.
88. Subject leadership is very good and is focused on improving standards. There is clear strategic planning for improvement. The school has maintained and developed high standards since the last inspection. The library area is now bright, well resourced and inviting. Its position on the second floor restricts access for people using wheelchairs.

### **Language and Literacy across the Curriculum**

89. Competency in reading allows pupils to access the curriculum fully. Teachers use a variety of strategies to use and improve pupils' English skills across all curriculum areas. A current school focus to improve the quality of pupils' use of standard English, through promoting speaking and listening opportunities, is having a positive impact.

### **Modern foreign language**

90. French is taught in Year 6 by teachers from a local secondary school but was not a focus of inspection and there was insufficient evidence to make judgements in this area. Pupils' language skills are extended through conversational French sessions. Sessions occur once a week and are supported by learning about France and its culture. The current Year 6 was being introduced to the subject at the time of the inspection and no lessons were observed. Work from last Year's group showed relevant activities, which linked learning the French language to pupils' everyday experiences.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards that are well above average by the end of Year 2 and Year 6.
- Achievement is very good throughout the school.
- Teaching and learning are at least good in all lessons.
- Very good use is made of assessment to track pupils and set challenging targets.
- The leadership and management are outstanding.

### **COMMENTARY**

91. The standards achieved in national tests in Year 2 and Year 6 have been consistently well above average over the last few years, both in comparison with all schools and with similar schools. As pupils start in Year 1 with broadly average attainment, this represents very good progress and high levels of achievement. The work observed during the inspection confirms this picture. Pupils with special educational needs also achieve very well as a result of focused support and prompt intervention by teachers.
92. By Year 2 and Year 6, pupils have a particular strength in calculations and number. Pupils enjoy quick warm-up activities at the start of lessons that encourage their recall of number facts. By Year 2, pupils have good recall of their five and ten multiples. Higher attaining pupils can use simple fractions and demonstrate their equivalence. By Year 6, pupils are confident at calculation. They use a range of strategies that they have been taught to calculate mentally. They can calculate percentages. The higher attaining pupils use all four operations to two decimal places and use inverses to check their results.
93. Pupils achieve very well because of the high quality of teaching. Teachers plan their lessons very well, which enables them to pinpoint individual help to individual pupils. Teachers know their pupils well. They and the pupils are engaged in a purposeful joint venture to learn mathematics. Teachers teach a range of strategies to help pupils to calculate. They use praise and encouragement very effectively and pupils respond enthusiastically. Behaviour is very good and pupils are confident in the routines. They are happy to “have a go”. Pupils receive very good feedback from teachers. Pupils are set individual targets and teachers address these with some rigour, high expectation and challenge. Teachers use a range of very good resources to make their teaching more interesting to pupils. The use of interactive whiteboards is particularly effective in encouraging pupils’ high levels of participation, motivation and interest.
94. Pupils’ results in tests as well as their contributions in lessons are tracked against teachers’ expectations. Any pupil falling behind is provided with additional support and encouraged to progress. Teachers are keen to find new ways of supporting those in danger of underachieving and are engaged in a project to test the effect of new teaching styles on this group. Results are encouraging. Higher attaining pupils are also encouraged to use their thinking skills to approach a problem and make very good progress.

95. The leadership of mathematics is outstanding. The manager encourages the involvement of staff in continuing professional development and is keen to try innovative solutions to address pupils' needs, such as the action research project into learning styles and dyscalculia. The results of rigorous monitoring are acted upon to improve the quality and focus of what is offered to pupils.
96. Since the last inspection, the good features identified then have been maintained at a high level. The weakness identified in mental warm-ups has been addressed and these are now a strong feature of mathematics.

### **Mathematics across the curriculum**

97. Mathematics is well used in other subjects. For example, in Year 6 geography, pupils could interpret data from tables in the atlas. In Year 5, pupils could plan an experiment involving counting heartbeats per minute or half minute, doubling, adding and subtracting. In Year 2, most pupils could grasp the idea of scale in different scale maps.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Attainment at the end of Year 2 and Year 6 is well above average and achievement is very good.
- The quality of teaching and learning is very good throughout the school.
- Pupils enjoy science and undertake their scientific investigations sensibly and enthusiastically.
- The subject is managed innovatively.

### **Commentary**

98. Standards have been consistently very high at the end of Year 2 and Year 6 over the past four years. These well above average results are supported by the evidence of this inspection. Pupils of all abilities and backgrounds make good progress and achieve very well. The proportion reaching higher levels of attainment in the national tests at Year 6 is impressive. Pupils with special educational needs are supported in such a way as to enable them to achieve very well in reaching the nationally expected standard for their age.
99. This success is due to consistently very good teaching and consistently well-planned lessons. Teachers use a wide variety of teaching styles that cater for pupils' needs. They use interactive whiteboards well or direct instruction or investigation to make the subject matter accessible to the widest range of learners. Pupils respond by conducting their practical experiments sensibly, whether it be dissecting a flower in Year 6, planning an experiment to see the effect of exercise on the heart in Year 5 or investigating the occurrence of wood and plastic around the school in Year 1. From an early age, they are asked to predict and plan an experiment to test their hypotheses, such as about jelly or magnetism in Year 2, and pupils make appropriate observations and record them. They engage enthusiastically in science and older more able pupils bring a fund of information to their lessons. Pupils are able to work well co-operatively when doing experiments or working individually as required by teachers. Lessons are well structured, with clear introductions that set out those things pupils are to learn. Lessons conclude with a few minutes to reiterate the learning points and to check on pupils' understanding. As a result, teachers know their pupils well and are able to intervene to correct any misunderstandings or re-focus the next lesson and pupils gain and retain good knowledge and understanding.

100. Teachers help pupils in Years 3 to 6 by innovatively timetabling a review or revision session soon after the main science lesson so that pupils can reinforce their knowledge. This enhances pupils' knowledge and understanding.
101. The leadership and management of science are very good. The manager has a clear idea of the strengths of the subject and has a focus on improvement and achievement. The school has developed its own end-of-year tests linked to the National Curriculum levels of attainment. These enable the teachers to track pupils from year to year and ensure that pupils are making the required amount of progress. Those who are not are provided with the necessary support. As a result of these interventions, pupils with special needs, in particular, are encouraged to maintain good rates of progress and achieve the national standard.
102. The subject has improved since the last inspection when the quality of teaching was variable and standards were lower than now. This improvement is as a result of innovative approaches to teaching and learning, such as a focus on learning styles, the revision sessions, and the tracking of pupils' progress, which have been disseminated to teachers and adopted.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils' good use of ICT for research (including use of the Internet).
- Successful integration of ICT across curriculum.
- Inclusion is excellent – teachers provide all pupils with equality of opportunity.
- Teachers' high expectations of pupils.
- The computer suite has to be accessed via stairs; this limits access for people with physical disabilities, such as those who use a wheelchair.
- Whilst ICT is generally well used in other subjects, on occasions opportunities are lost to develop skills further.

### **Commentary**

103. The school has successfully consolidated its position in ICT since the last inspection and standards are above average by Year 2 and Year 6 and achievement is good for all pupils, including those with special educational needs and for whom English is an additional language. Pupils are able to use a range of applications, appropriate to their age, when using computers. Year 2 pupils confidently entered, saved and retrieved their work. They quickly and effectively manipulate images, sometimes reproducing the work of artists. They happily talked about their experiences of ICT, both inside and outside school. Year 6 pupils were good at finding things out by using books, databases, CD-ROMs and the Internet. They develop their ideas and exchange and share information well. When word-processing, pupils review and modify their work. They eagerly try things out and explore what happens in real and imaginary situations, for example when using an adventure game about Vikings.
104. Teaching and learning are good throughout the school. Teachers have high expectations and teachers commonly plan work that would normally be done by older pupils. Pupils

show very positive attitudes. In lessons, they concentrate and acquire skills well. The older pupils show a good awareness of the pitfalls of using the Internet. Teachers create good opportunities for language development when pupils work in pairs or small groups, by encouraging them to share their ideas, make decisions together and to discuss predictions. Groups are always formed naturally, with a good mix by gender, ability and ethnic background. Implicit in some of the best lessons was a personal and social dimension when teachers encouraged pupils to consider how computers should be shared.

105. Leadership and management are very good. The subject manager knows the strengths and weaknesses of provision in the school. ICT is well organised; resources are very good and very well utilised. There are very good links with local secondary schools. Management of the computer suite on the second floor is good. However, it has to be accessed via stairs, limiting access to the computer suite for people with physical disabilities, such as those who use a wheelchair.

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

106. Teachers use computers effectively in their classrooms to make learning in other subjects more enjoyable. Interactive whiteboards were used to good effect in literacy and numeracy. Allfarthing Primary provides dedicated ICT teaching and sometimes it is taught, in whole or in part, through lessons in other subjects. In a few instances, opportunities are missed to further develop skills in the subject that is being supported by ICT. An example of this occurred in an ICT/history lesson. When using a game to explore the Vikings, pupils quickly used their ICT skills to complete tasks but made insufficient reference to the text about the history of the Vikings. The link is made best when pupils use and develop their computer skills whilst also acquiring skills in the linked subject, as happened in an ICT/art lesson on Mondrian. Pupils used the draw and fill tools, applying a range of colours, to creatively use lines and blocks of colour in the style of the artist.

## **HUMANITIES**

### **HISTORY**

107. The main focus of inspection was not on history and not enough evidence was seen to make an overall judgement. Overall, standards are above average for 11-year-olds. Pupils of all capabilities are achieving well.
108. The standard of work by Year 2 is average. In Years 1 and 2, pupils gain knowledge of significant persons or events such as World War 2 or Florence Nightingale. They are aware of differences between past and present. The standard of work in Year 6 was above average. Pupils can research and are aware of the range and reliability of historical sources. Higher attaining pupils have good knowledge and understanding. They have a sense of chronology and are developing an awareness of cause and effect. For example, they can explain the effects of child labour and why it ended in Victorian times. Presentation of their work is good.
109. The subject manager has monitored planning, looked at pupils' work and has observed some colleagues teaching history. She is gaining a view of the quality of work in history in the school. Improvements in history are linked to her own appraisal. She has aware

that marking of work often comments on pupils' literacy skills and not on the historical objectives for the lessons.

110. There is a good range of school trips to places of historical interest each year, which helps to bring history to life. In the previous inspection, there was concern about whether the National Curriculum was being taught sufficiently. This has been rectified.

## **GEOGRAPHY**

Provision in geography is **good**.

### **Main strengths and weaknesses**

- There is a good range of visits and use of other resources.
- Subject management is good.
- The Ghana link is very beneficial.

### **Commentary**

111. Overall, standards in geography are above average. Pupils are achieving well in accordance with their abilities. Pupils with special educational needs are very well supported by other adults in class and make very good progress.
112. Standards are above average by Year 2. Pupils focus on the similarities and differences of the different environments and express a view. They research and deploy good enquiry skills and develop a good geographical knowledge and understanding. They have a good standard of map skills and are beginning to become aware of environmental change and human processes such as those connected with the "haves" and "have-nots". The school has an excellent link with Ghana. This enriches the geography curriculum; for example, when pupils conclude their study of Ghana day they dress up and celebrate this very different environment and culture.
113. Standards are above average in Year 6. In Years 3 to 6, pupils undertake a range of visits and extend their enquiry skills in geography. By the end of Year 6, high attaining pupils recognise and describe human and physical geographical processes such as damage to environments and ecology by humans through, for example, the disposal of waste. They have good map skills and can read maps and interpret climate graphs, for instance when studying desert environments. They have good enquiry skills and an appreciation of resources such as the Internet, maps and texts.
114. Teaching and learning are good. Teachers cater for a range of learning styles. Pupils receive good explanations and the opportunity to work collaboratively and individually and to research from a variety of sources. Teachers use a good variety of resources such as the Internet, interactive whiteboards, maps and worksheets. Teachers are enthusiastic and the pupils respond as enthusiastic learners.
115. Leadership and management of the subject is very good. The subject manager has a view of the quality of work in geography in the school.

## **RELIGIOUS EDUCATION**



Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The subject makes a good contribution to pupils' moral and social development and they learn to respect different religions.
- The knowledgeable contributions that pupils make from their own first-hand experience are a strong aid to teaching and learning about different religions.
- An emphasis on factual learning in some lessons reduces the time available for discussion and in-depth exploration by older pupils, who do not achieve as well as they as well as they could.

### **COMMENTARY**

116. Overall standards are in line with national expectations in the non-statutory guidance. Standards are above average by the end of Year 2 and average at Year 6. Achievement is good at the end of Year 2 and satisfactory at the end of Year 6. These differences reflect the lack of time set aside in lessons for older pupils to allow them to study aspects of the curriculum in depth, to formulate key questions and make links between different religions. This is a result of the emphasis on presenting children with a range of related facts as a means to achieving the learning objective and requiring children to make a record of their work, even when this has no clear impact on learning. Where learning is good, a few facts are clearly taught before children are given adequate time for reflection and discussion. Younger pupils express their interest in the subject, feeling that they learn most effectively when lessons are discussion-based and links are made between religious education and other subjects such as art, music or literacy.
117. Teaching is good overall and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. Pupils are developing a good understanding of symbolism and of the wealth of religious traditions within their own community. Good teaching is characterised by the use of discussion partners to explore thoughts, feelings and motives in depth. In some lessons for older pupils, there is insufficient time to develop and use these techniques fully, as a result of which learning is no better than satisfactory.
118. There is a clear system in place for planning lessons based on an amalgamation of the locally agreed syllabus and national guidance. The headteacher has taken on the role of interim subject leader. She has a clear vision for the direction in which she would like the subject to continue to develop, enriching the basic syllabus by forging cross-curricular links and by the use of visits, visitors and the Internet. She is encouraging the use of discussion by developing teachers' use of circle time and philosophy for children. Where this is being put into practice, it is having a positive impact on standards.
119. Since the last inspection, standards have been maintained in Year 2. Standards in Year 6 have fallen slightly from above average to average because of the lack of time devoted to discussion and reflection.

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

## ART AND DESIGN

The school provides **very good** provision for art and design.

### Main strengths and weaknesses

- Pupils' drawings are of a particularly high standard.
- Pupils have very positive attitudes to art and design and see themselves as successful.
- Teaching and learning are very good; occasionally, teachers give too much direction.

### Commentary

120. Standards in art and design are well above average by Year 2 and Year 6 and achievement is very good. Pupils' drawings are of a particularly high standard with well above average use of line, tone and pattern. By Year 2, pupils use a variety of materials to communicate and develop ideas. By Year 6, they analyse the work of different artists and use different methods and approaches to develop their ideas. As pupils move through the school, their work shows an increasing attention to detail and care with presentation. Pupils' confidence increases in the imaginative use of colour, tone and texture. Older pupils work on sustained projects and by Year 6 are using one theme to develop and improve ideas over a series of lessons.
121. Teaching and learning are very good. Pupils respond well to high expectations for presentation of work. Very good resources are used in a wide range of activities to produce good quality pictures, prints, models and drawings. Lessons are well planned, with good use of a variety of visual aids. Attitudes and behaviour are very good. Occasionally, pupils' eagerness to start the practical tasks means that they do not concentrate well in introductions to lessons. Sometimes, especially in Years 1 and 2, lessons are too teacher-directed so that results can be very similar. This is balanced by other occasions when pupils have good opportunities to pursue ideas and develop individual styles.
122. Subject leadership is very good. A useful portfolio of work enables the manager effectively to monitor provision and evaluate pupils' achievements. Good support is provided for non-specialist teachers through folders of information, training sessions and effective use of visits and visitors. Work extends beyond the school to use the local environment for drawing and landscape painting. Pupils visit local and other London galleries. Visiting craftspeople, such as a hatmaker, enhance the curriculum. Cultural awareness is developed through work reflecting different ethnic styles and use of techniques from different areas of the world, as in Indian artwork in Year 5 and batik work from Nigeria.
123. There has been a significant improvement in art and design since the last inspection when standards were average. The range of experiences has improved and now includes a wide variety of brush and palette knife work.

### DESIGN AND TECHNOLOGY

124. Only one lesson was seen in design and technology, therefore it is not possible to make an overall judgement about provision. Evidence from pupils' work, displays around the school and discussions with pupils indicates that standards are above average and that achievement is good. Pupils gain experience of a wide range of materials and techniques and develop appropriate skills through designing, making and evaluating a variety of products. Younger pupils explained how they had designed and made a dwelling. Older pupils tasted various types of bread and found a range of recipes before making their own. The subject is very well resourced. Every opportunity is taken to link design and technology to real life situations in school, through community links with businesses and by entering local and national competitions, in order to provide a purpose for learning.

## MUSIC

The school provides **very good** provision for music.

### MAIN STRENGTHS AND WEAKNESSES

- Above average standards in performing and creating music and pupils achieve very well.
- Specialist teachers with good subject knowledge have a positive impact upon high standards of performance.
- A good range of musical activities are provided in class music although work is not consistently suited to pupils' levels of ability.

### Commentary

125. The school has a well-established good reputation for music. Standards are above average by Year 2 and Year 6, particularly in performing and creating music, and achievement is very good. Pupils sing enthusiastically and show a good ability to follow a tune. By Year 2, pupils are developing control of rhythm and pitch. They can follow simple patterns in melodies and are learning how to keep a steady beat. By Year 6, pupils quickly learn new melodies, with higher attaining pupils adding a harmonic accompaniment. Pupils have knowledge of different musical styles and composers and have clear preferences. They compose and record their own music. They show a good knowledge of a range of styles and the ability to select and use rhythm, phrasing and tempo to express different ideas.

126. Performance skills are a strength of the music in the school. In Year 3 and 4, pupils play recorders. They play well and have learnt a range of simple tunes. Most can read simple musical notation. In Years 4, 5 and 6, pupils have opportunities to learn to play brass, woodwind, (flute and clarinet), saxophones and guitars. These instruments are well taught, with pupils showing ability to sight read music and play fluently. The performance of the more able musicians is well above average.

127. Teaching in Years 1 and 2 is currently satisfactory. A good range of musical activities are provided in class music lessons from Years 1 to 6. Effective questioning is used to check understanding. However, some younger pupils found their work too hard and some found it too easy. This is because there had been insufficient time for the new music teacher to get to know the pupils. Class teachers accompany pupils to sessions and are involved in assessing individual pupils progress but this limits their role in supporting the minority of pupils who experience difficulty in maintaining concentration. Teaching and learning are good in Years 4 to 6 because of the impact of specialist

instrument tuition. Music tuition is offered in Years 3 to 6. These teachers know the pupils well and are able to use their very good subject knowledge and personal expertise to support pupils' learning. They provide a strong lead and demonstrate in both singing and the playing of instruments. They are enthusiastic about their subject and this is reflected in good pupil attitudes. Pupils' motivation is best in small groups and after-school clubs. Pupils do not always fully use their musical skills in class work.

128. Opportunities to play additional instruments are available for all. Selection is based on musical ability. Over a third of pupils play additional instruments and special arrangements are made to accommodate pupils with additional needs. A weekly session is held to provide support for pupils who experience difficulties practising instruments at home. Extended opportunities are offered in two after-school choirs.
129. Leadership of music is very good. The manager is a strong advocate for the subject and is proud of the school's musical traditions. Enriching events are organised, such as the visit of an African Drum group as part of Ghanaian week. The school has a good tradition of participating in musical events and pupils recall performances enthusiastically, including a visit to television studios. Pupils are encouraged to participate in music-making outside the school and there are good community links to promote this.
130. Since the last inspection, the school has maintained its good standards and provision for music.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- The use of specific coaching points to ensure clear development of skills within lessons.
- The school's inclusive approach results in an extremely high level of participation in physical education lessons.
- Strong links with a local community college help to provide a broad range of experiences for pupils and valuable in-service training for teachers.

### **COMMENTARY**

131. Standards of attainment in physical education (PE) are above average by Year 2 and Year 6 in dance and above average in games and swimming by Year 6. Pupils show a good awareness of fitness and health. The broad and balanced curriculum is enriched by effective links with a local community college. All pupils, regardless of ability, race, ethnicity or gender, make good progress as they move through the school and achievement is good. Good opportunities are made available, through the school's links with the community, for pupils with a particular talent in any aspect of the subject.
132. Teaching is good and has a positive impact on learning. Where teaching was very good, the lesson was subdivided into a number of related parts and was conducted at a brisk pace. Coaching points were specific and were linked to a practice that reinforced them.

Children were focused and the teacher maintained an overview of the whole class, enabling effective intervention to extend children's skills.

133. The school has satisfactory indoor facilities but is disadvantaged by the lack of an outdoor, grassed area. It overcomes this by using local common land or by walking to the local community college. All children between the ages of seven and 11 have fortnightly swimming lessons at a local swimming pool and standards are above average.
134. There is a wide range of extra-curricular activities available to children from Year 3 to 6. Currently about 58 per cent of children attend at least one PE club after school. The school is well supported by coaches from sports clubs within the borough. The parent-teacher association is committed to providing regular funds to broaden the curriculum. It pays for every child in Year 5 to undertake a course in sailing and canoeing; this is complimented by the outdoor and adventurous activity residential visit in Year 6 that every child has the opportunity to attend.
135. Leadership and management of the subject are very good. The co-ordinator actively seeks ways to continually broaden the children's physical experiences and engage them more fully in the subject. He has a vision of high achievement for all pupils and aims to ensure that they have two hours of quality physical education every week. He has a good awareness of standards in teaching and learning in physical education.
136. This represents a good rate of improvement since the last inspection.

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

137. Although personal, social and health education (PSHE) was not a main focus in the inspection and no overall judgement is possible, its impact was felt throughout the school. Judgements are based on the work seen, one lesson observation and discussion with pupils.
138. Pupils' personal development is very good. Not only is PSHE is taught as a discrete subject but it also involves most staff and a range of subjects. For example, in ICT, pupils learn about the advantages and possible dangers of access to the Internet. Pupils develop confidence and responsibility and make the most of their abilities. It was interesting that on the pre-inspection visit, the headteacher entrusted pupils to show the lead inspector around the school and to show him the art exhibition. This indicates significant trust in pupils' maturity. There are good opportunities for pupils to learn to play an active role as citizens, for example through the School Council. They develop good relationships and respect the differences between people. These qualities are both explicit and implicit in many lessons. There is a growing maturity of response as pupils move through the school from Nursery to Year 6 and overall, the achievement of pupils is good. Pupils in Year 6 talked with great enthusiasm about their visit to a local college where they worked in teams, facing a variety of scenarios. They learned a great deal about making responsible choices and being safe. These simulations had a powerful impact upon the pupils.
139. The school was the first in Wandsworth, and one of the first 50 schools nationally, to be given 'The National Schools' Eco' award.

140. The enthusiastic and committed manager leads the subject well and has introduced a half-termly assessment in which pupils evaluate their own work. They are invited to comment upon why they are pleased with the work and what they learned from it. This approach, adapted for the different year groups, provides a good opportunity for pupils to recognise their worth as individuals by identifying positive things about their achievements and their own learning.

## 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	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<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	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	1

<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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