

INSPECTION REPORT

BERRYMEDE INFANT SCHOOL

Acton, London

LEA area: Ealing

Unique reference number: 101867

Headteacher: Mrs. Billie-Ann Ohene

Lead inspector: Mrs. Tusha Chakraborti

Dates of inspection: 2-4 November 2004

Inspection number: 266418

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3-7 years
Gender of pupils:	Mixed
Number on roll;	266
School address:	Castle Close Park Road North Acton London
Postcode:	W3 8RN
Telephone number:	020 8992 6604
Fax number:	020 8896 0469
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Yvonne Johnson
Date of previous inspection:	21 June 1999

CHARACTERISTICS OF THE SCHOOL

Berrymede Infant is bigger than an average infant school, with 246 pupils in the Nursery to Year 2. There are 123 boys and 123 girls on roll between the ages of three and seven, including 19 children in the Nursery. The school serves a very mixed multi-ethnic community and reflects the rich cultural, religious and linguistic diversity from all ethnic backgrounds. Only ten per cent of pupils come from white-British backgrounds and about 90 per cent are from different minority ethnic communities. The majority of pupils are of Somali origin, with African-Caribbean pupils making up the next largest group. There are no refugee or traveller pupils. A very high proportion of pupils, nearly 64 per cent speak English as an additional language and 50 pupils are at the early stages of learning English. Many different languages are spoken in school and the main languages, other than English, are Somali, Arabic and Punjabi. Attainment on entry is well below average because a significant number of pupils who speak English as an additional language enter the school with limited language and communication skills. The proportion of pupils eligible for free school meals is well above the national average. About 32 per cent of pupils have been identified as having special educational needs. This is well above average. The percentage of pupils with statements is just below the national average. These pupils have a wide range of special needs.

The school is situated in an area of high socio-economic deprivation, well below the national average. It is in the heart of the South Acton estate which is undergoing rapid regeneration. Pupils mainly come from the housing estates in the immediate, and a neighbouring area. The high population movement in this area has a negative impact on the number of pupils, particularly in the nursery where, now, there is only a morning session of 19 children. The school is involved in several local and national initiatives, such as Sure Start. It received a Healthy Schools award in 2004 and a Schools Achievement Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	Science Art and design Design and technology English as an additional language Personal, social and health education Foundation Stage.
9977	Fran Luke	Lay inspector	
25787	Edmond Morris	Team inspector	Mathematics Information and communication technology Physical education Music
32475	Nick Butt	Team inspector	English Religious education Geography History

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Berrymede Infant is a satisfactory school which is improving rapidly. It provides a sound quality of education for all its pupils. Although standards are well below average, they have risen over the past year because staff are determined to improve performance in all aspects of the curriculum. This has brought about the recent improvement in standards, particularly in English, mathematics and science. The leadership and management of the headteacher are good and those of the senior management and governors are satisfactory. The school promotes a positive climate for learning and involves pupils very well in all aspects of its work. As a result, pupils have positive attitudes to learning, behave well and care for each other. The school gives sound value for money.

The school's main strengths and weaknesses are:

- Standards by the end of Year 2 in mathematics have improved significantly over the past year and pupils are now achieving well in this subject. The results of the 2004 national tests are well above those in similar schools.
- The provision for the pupils with special educational needs is good and, as a result, these pupils are achieving well.
- The positive learning environment stimulates pupils' desire to learn and promotes good relationships and behaviour.
- The school has established good links with its parents and the local community which benefit its pupils.
- Standards in reading and writing are below the national average, although improving.
- The outdoor provision for the children in the Foundation Stage is inadequate so that some elements of the Foundation Stage curriculum cannot be taught efficiently.
- The leadership and monitoring roles of the subject co-ordinators are not fully developed.
- Attendance, although improved, is below the national average.

The school has made sound progress overall in addressing the key issues from the last inspection. The progress has been rapid over the past year because of the successful implementation of some of the actions taken by the school to improve standards. A good range of assessment procedures has been established. These are being implemented well in English and mathematics to track pupils' progress consistently. The management of the school has improved, although the co-ordinators' roles are not yet fully developed. The headteacher gives good clear educational direction and works well in partnership with the chair of governors to ensure that the governing body operates as well as it can. The consistent monitoring and evaluation of teaching and learning have improved the quality of teaching, particularly in Year 2. Health and safety procedures are now well established.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2 compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	E	E	E	C
Writing	E	E*	E*	C
Mathematics	E	E	D	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average, E*very low*

Similar schools are those with similar percentages of pupils eligible for free school meals

Achievement is satisfactory overall. The 2002 and 2003 national test results show that standards were well below the national average, although they were slightly better when compared with similar schools. The 2004 results demonstrate a significant improvement, especially in

mathematics, as a result of the action that the school has taken to raise standards and the quality of teaching in Year 2. In comparison to similar schools, standards are much higher. They are average in reading and writing and well above average in mathematics.

In the current Year 2, the inspection shows that standards are below average in reading and writing but average in mathematics and science. Standards in religious education are in line with the locally agreed syllabus. In information and communication technology they are average. However, in Year 2 pupils achieve well because of the good quality teaching. This shows that the improving trend is being maintained successfully this year.

Children enter the nursery with the levels of attainment that are well below those expected for this age. Most children start school with very little knowledge and understanding of English. They achieve satisfactorily during the Foundation Stage. As a result, by the time they enter Year 1, the majority of the children are on course to reach the nationally expected goals in personal, social and emotional development, knowledge and understanding of the world and creative development. In language, literacy and communication and mathematical and physical development, a significant number of children will not reach the early learning goals because they have a lot of ground to make up. Pupils from different ethnic backgrounds achieve as well as each other, as do boys and girls. Pupils with English as an additional language and special educational needs also achieve well.'

Pupils' personal qualities, including their spiritual, moral and social and cultural developments, are good. Pupils have good attitudes to learning and they are well behaved. They are friendly and polite and quickly learn right from wrong. Relationships are good with adults, and pupils work well together in groups. Attendance is unsatisfactory, despite the school's best efforts to improve it. The school's very good procedures for promoting good behaviour have resulted in no child being excluded over many years.

QUALITY OF EDUCATION

The quality of education is sound. The quality of teaching and learning is satisfactory overall. It is good in Year 2. As a result, pupils in this year group are achieving well. Lesson planning is now firmly based on appropriate schemes of work. This ensures that pupils develop an appropriate understanding of knowledge and skills across the curriculum. As a result, standards are rising. The teaching of reading is good and helps pupils to read with enjoyment. Teaching and learning in mathematics are generally effective in developing appropriate numeracy skills. In the Foundation Stage teaching and learning are satisfactory overall, with some very good teaching in personal, social and emotional development and knowledge and understanding of the world. Teachers assess pupils well in English and mathematics. Pupils with special educational needs and those who speak English as an additional language are supported effectively so that they have equal opportunities to learn. In a very small minority of lessons, teaching and learning were unsatisfactory due to weak subject knowledge and inadequate behaviour management strategies.

The curriculum is broad, balanced and is enriched satisfactorily by a range of extra-curricular activities. Pupils are well cared for and feel confident to ask for help when necessary. The good partnership with parents makes an effective link between home and school. Links with the local community and other schools and colleges are good.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall. The headteacher provides strong leadership and is supported well by the governors. Leadership and management by key staff and governors are satisfactory. All staff work well together and are determined to raise standards. The quality of teaching and learning is being monitored effectively. Staff are supported well in their own professional development which is linked to their performance management targets. However, the co-ordinators' leadership and monitoring roles, although improved since the last inspection, are in need of further development. The role of the governors in monitoring the school's work has yet to be developed fully as many of them are new. The governing body is well informed by the

headteacher and a core group of governors is now involved in the work of the school. Sound management and financial systems ensure that the school runs smoothly and makes effective use of its funds.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and report that it makes every effort to communicate and consult with them. Most parents feel that they are well informed about their children's progress and the curriculum. Pupils enjoy school and know that their opinions are sought and valued, giving them opportunities to be involved in school life.

IMPROVEMENTS NEEDED

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

- Improve standards in reading and writing;
- Improve the outdoor provision for the children in the Foundation Stage;
- Develop the leadership roles of the co-ordinators so that they can monitor the provision and pupils' achievements more rigorously and raise standards;
- Continue to improve the attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects

Achievement is satisfactory overall but good in Year 2.

Main strengths and weaknesses

- Standards in mathematics have risen significantly in the past year and they are now well above average in comparison to similar schools.
- Provision for the pupils with special educational needs is good and, as a result, they achieve well for their capabilities.
- Inadequate provision for outdoor activities for children in the Foundation Stage means that their attainment in physical development is below that expected at this age.

Commentary

1. The 2003 national test results for Year 2 were well below the national average but were slightly better when compared with similar schools. The 2004 results show a significant improvement in standards, especially in mathematics where the standards are now average, compared with all schools nationally. This is because the school has successfully implemented the actions it planned to raise standards, such as the consistent monitoring of the quality of teaching, over the past year. As a result, the quality of teaching has improved, particularly in Year 2. Standards in science, as shown in teacher assessment, have also improved significantly, even though they are still below the national average. The school's success in improving pupils' standards of attainment is more marked when the results are compared to those of similar schools. In comparison with these schools, standards are much higher; average in reading and writing and well above average in mathematics.

2. The inspection finds that this improving trend is being maintained successfully this year. Currently, standards in Year 2 are below average in reading and writing and average in mathematics and science. Standards in religious education are in line with the locally agreed syllabus. In information and communication technology they are average. Most other subjects were sampled during the inspection and there was not enough evidence to make a firm judgement about standards in each of them.

3. Children enter the Nursery with levels of attainment that are well below those expected for this age. Most of them start school with very little knowledge and understanding of English. However, they make satisfactory progress during their stay in the Foundation Stage and the majority of the children are on course to reach the nationally expected goals in personal, social and emotional development, knowledge and understanding of the world and creative development by the end of the Reception year. In language, literacy and communication and mathematical development, although children make equally satisfactory progress, a significant number of them are not likely to reach the early learning goals. This is mainly because children join the school with very little knowledge and understanding of English. Attainment is below the expected level in physical development because of the inadequate outdoor provision for this aspect of the curriculum.

4. The national literacy and numeracy strategies have been implemented successfully and are beginning to have a positive impact on pupils' achievements in these subjects. In mathematics, pupils of all abilities make good progress as the work is carefully planned to build on their prior knowledge and understanding. In English, pupils are encouraged to read at home, and there are regular opportunities to read individually and in groups at school. Regular handwriting and spelling sessions ensure much improved presentation of work. An effective approach to developing pupils' investigational skills has helped pupils to acquire sound knowledge and understanding of scientific principles through their own investigations.

Standards in national tests at the end of Year 2 – average point scores in 2004		
Standards in:	School results	National results
reading	13.8 (13.2)	15.8(15.7)
writing	12.6 (11.3)	14.6(14.6)
mathematics	15.9 (13.9)	16.2(16.3)
<i>There were 63 pupils in the year group. Figures in brackets are for the previous year</i>		

5. Boys and girls as well as pupils from different ethnic minority backgrounds reach similar standards. Pupils who are at the early stages of learning English as an additional language are achieving well. Pupils with special educational needs make good progress as they move through the school. This is because they receive good support from skilled teaching assistants and class teachers who usually plan work for them that is at an appropriate level. Individual education plans are very well written; the targets set are clear and easily measured. They are regularly reviewed each term or earlier if the targets have been fully met.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes, behaviour and personal development are good, as is their spiritual, moral, social and cultural development. Attendance is unsatisfactory; punctuality is satisfactory.

Main strengths and weaknesses

- Pupils are interested in their lessons and want to do well.
- Behaviour is good throughout the school.
- Pupils form good relationships with each other and with adults.
- Pupils’ spiritual, moral and social development is good.
- The school has worked hard to improve attendance, but it still remains below average.

Commentary

6. Pupils’ good attitudes, their eagerness to learn and good behaviour make for a positive atmosphere in the school. They work with interest and enthusiasm. They are motivated to do their best, to participate and to help one another. They listen attentively in lessons and are keen to ask and answer questions. In the playgrounds they play well together, and in the dining hall there is a good social atmosphere. Children in the nursery and Reception work well together in groups and listen well to each other and the adults.

7. The school deals very effectively with all forms of harassment. As a result, parents and pupils are all happy that incidents are dealt with quickly. Racial harmony is evident throughout the school. Good relationships ensure that the school has a harmonious feel. Pupils work well together in class and they show respect and thoughtfulness for others.

8. There are good opportunities for pupils to take on additional responsibility in the school. Pupils act as buddies when new pupils join the school and pupils from Year 2 help in the dining hall at lunch times. In addition, each class has set tasks and pupils carry them out responsibly.

9. Pupils’ spiritual development is satisfactory; it is supported through assemblies and personal, social and health education which are relevant to the pupils, and in which they show interest. Moral and social development is good and pupils are fully aware of the impact of their actions on others and the responsibilities of living in a community. Pupils’ cultural development is also good. Pupils have a good understanding of other faiths and cultures and also have a good understanding of what it is to grow up in Britain as a multicultural society.

10. Pupils with emotional and behavioural difficulties are managed and supported well in class and during breaks. They are helped by their teachers, teaching assistants and midday supervisors to be fully integrated into the life of the school. In lessons they are often impossible to identify as their behaviour is managed so well. As a result, their learning and that of other pupils does not suffer.

Attendance

Attendance in the latest complete reporting year 2003/04(%)

Authorised absence		Unauthorised absence	
School data	7.4	School data	0.6
National data	5.1	National data	0.4

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

11. The level of attendance is much lower than the national median and therefore remains unsatisfactory over the past few years, although it has improved in 2004. The school has worked hard to drive up attendance, which is gradually improving, and has implemented rewards for good attendance and punctuality. However a significant number of parents and carers still do not support the school's efforts by getting their children to school regularly. There have been no exclusions for the past years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. The curriculum is broad and balanced and the school provides a satisfactory range of opportunities to enrich and enliven pupils' learning. All pupils are given equal access to all areas of the curriculum and this ensures that they benefit well from the education that the school provides. The provision for pupils' care, welfare, health and safety is good. The partnerships with parents and the community, as well as with other schools and colleges are also good.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Pupils' progress is assessed satisfactorily.

Main strengths and weaknesses

- Teaching is good in mathematics and in Year 2.
- Pupils are engaged effectively in a range of suitable activities.
- Classroom management is good and enables pupils to learn in a positive working atmosphere.
- Teaching assistants are used effectively to support pupils so they are fully included in lessons.
- Pupils with special educational needs are well supported in class.
- In a small number of lessons, weak subject knowledge and behaviour management mean that pupils do not make satisfactory progress.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (15%)	9 (27%)	17 (52%)	2 (6%)	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.

12. The quality of teaching has improved since the last inspection when a very high proportion of teaching was unsatisfactory. It is now satisfactory overall, with some good and very good teaching. Teaching in Year 2 is good and, as a result, standards have risen over the past year.

13. Teaching in the Foundation Stage is satisfactory with some very good teaching in personal, social and emotional development and knowledge and understanding of the world. This enables children to make satisfactory progress in the nursery and Reception. The assessment procedures are good and the information gained is used effectively to plan work. Relationships are very good and this helps pupils to have fun while they are learning. Support staff are deployed effectively and make a positive contribution to children's achievements. Resources are used well to support children's learning and children are given plenty of opportunities to develop their social and personal skills well.

14. The quality of teaching is good in Year 2, with some very good teaching. Here, teachers display good subject knowledge and plan lessons effectively to ensure that pupils of all abilities learn new skills and acquire new knowledge at a good rate. Teaching in mathematics is good and this is enhancing pupils' skills in this subject well. The national literacy and numeracy strategies have been implemented well to ensure a good pace to pupils' learning. Activities are well structured and interesting and help pupils to concentrate on what they are doing.

15. Teachers plan their lessons well to engage their pupils in activities, and this gives them the confidence to try out new activities and skills. This was seen in a mathematics lesson in Year 2 where a range of interesting activities encouraged pupils to try new tasks and work independently, in matching digital time with analogue. The good use of resources and challenging questioning ensured good understanding of the use of numbers.

16. Teachers manage pupils' behaviour effectively. They create a calm and purposeful working atmosphere in which pupils learn without interruption. The relationships between the staff and pupils are good and a positive ethos for learning has been established. As a result, pupils behave well and become more confident learners. Staff treat their pupils fairly and respectfully and value their work and contributions in class. They are quick to praise pupils if they achieve something really good or work especially hard.

17. The school's assessment procedures are good in English and mathematics and these are used well to plan work closely matched to individual needs. Individual targets are set for each pupil and they are encouraged to evaluate their own progress against the set targets. Pupils' work is marked regularly but does not always give pupils a clear indication of how they can improve.

18. The quality of teaching for pupils who speak English as an additional language is satisfactory. Teaching in the lesson for the newly arrived group of pupils was good. The teacher maximised the opportunities for these pupils to participate in all activities and used, and encouraged, their mother – tongue effectively to enhance their learning. Pupils at the early stages of learning English are generally supported well both in class and in small groups by the specialist teacher and the teaching assistants.

19. Teachers and their assistants give good support in class to those pupils who have special educational needs. Teachers use teaching assistants well and fully brief them about their role in

each lesson. All teaching assistants keep a file that outlines the support they have given in a particular lesson and how well the pupils involved progressed. This useful information is later shared with the class teacher to help plan suitable work for the next lesson.

20. Teaching was unsatisfactory in a very small number of lessons. This was mainly because of weak subject knowledge and inadequate behaviour management strategies. This meant that pupils made unsatisfactory progress in these lessons.

The curriculum

The school offers a broad and balanced curriculum. There are satisfactory opportunities for enrichment. Accommodation and resources are also satisfactory.

Main strengths and weaknesses

- The school grounds are well developed as a learning resource for pupils in Years 1 and 2.
- The timetable does not give enough time for foundation subjects in Year 1.
- The outdoor play area for Reception pupils is inadequate.
- The curriculum provides well for pupils with special educational needs.

Commentary

21. All schemes of work, including a locally agreed syllabus for religious education, are in place. This ensures that all the subjects of the National Curriculum are covered and the statutory requirements are met. The school places strong focus on raising standards in the core subjects of English and mathematics for all pupils. As a result standards are improving in these subjects. In general there is an appropriate level of teaching and support staff, with close collaboration between them. They are well deployed. Planning takes into account the cultural diversity of pupils and activities in lessons reflect this, making learning more relevant. For example in English pupils studied a text about a boy moving from London to Tobago.

22. In Year 1 classes, insufficient time is allocated for some subjects. This poses difficulties for the Year 1 timetable, with some lessons too short to get much done. For example, compared with Year 2, Year 1 pupils have only half the time for religious education. The Reception classes are trialling a system where they move to different subject bases during the day, with a teacher stationed at each base. This means the children work with more than one teacher on a regular basis and resources are kept centrally and used effectively. An advantage of this system is that all the teachers get to know all the children well. A disadvantage is that there is a lot of moving about which sometimes adversely affects children's ability to concentrate.

23. The school's links with the local high school and a local football club enhance the provision for sports activities for pupils. There are no other clubs at present, although it hopes to start an ICT club at lunchtimes. The grounds are attractive and interesting, and well used for environmental work. The outdoor play area for the Reception classes is limited, resulting in unsatisfactory delivery of some aspects of the Foundation Stage curriculum. There are visits to local places of interest, and visitors come to share their faiths. A theatre company comes to perform. The school promotes pupils' personal, social and health education well through assemblies and circle time sessions where pupils discuss issues relating to this area.

24. The curriculum for pupils with special educational needs is good. The work set by their teachers is linked to the targets in their individual education plans so that they make good progress towards achieving them. Pupils are given full access to the curriculum and receive good quality help from well-trained teaching assistants who make a significant contribution to their learning. Because of this all groups of pupils, including those from different ethnic groups and those with English as an additional language, as well as more able pupils, achieve satisfactorily. Teaching assistants and support teachers sometimes withdraw a few pupils from class lessons to ensure that they receive additional help. The school monitors this withdrawal to ensure that pupils do not

regularly miss the same class lesson. The benefits they receive from this additional help outweigh any small disadvantages.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. Pupils' personal development is tracked well. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Very good procedures for child protection support pupils well.
- Good health and safety procedures ensure that pupils work in a safe and secure environment.
- Good induction procedures for pupils entering the nursery, as well as later in the school, enable pupils to settle quickly.
- Good levels of care for all pupils mean that they feel well supported.
- Pupils with special educational needs are well cared for.

Commentary

25. Child protection procedures are now firmly in place. This is a very good improvement since the last inspection when procedures were unsatisfactory. There is now a nominated officer responsible for child protection; both she and the headteacher have received up-to-date training. All adults in the school have also received recent training and fully understand the importance of the procedures and how to raise any concerns. Pupils who suffer minor accidents or who are feeling unwell are well looked after. As a result of the levels of care provided, pupils feel safe and are well cared for.

26. The school has good health and safety procedures in place. All issues identified in the last inspection report have been resolved. Staff are vigilant in ensuring that the environment is kept safe by routinely checking grounds, buildings and equipment. The Caretaker liaises closely with the Headteacher to keep her well informed of any concerns, which are promptly addressed.

27. Good induction procedures for pupils entering the nursery and Reception ensure that they feel welcome and settle into school quickly. If pupils start at the school in older year groups, the school has good procedures in place to help them settle quickly and enable them to take an active part in school life.

28. All pupils with special educational needs are carefully tracked to monitor their progress and to ensure that they are achieving as well as possible. Their individual education plans are very well written, set appropriate and achievable yet challenging targets and are reviewed regularly. Liaison with outside agencies is good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. The statemented pupils in the school receive their full entitlement as outlined in their statements of educational need.

29. There are good, informal procedures to monitor pupils' personal progress as they proceed through the school. Adults know the pupils extremely well and quickly know if something is wrong. Pupils are very happy that there is always someone they can turn to for help and advice. Parents are very positive about the level of care provided for their children. Pupils' academic progress is monitored well in English and mathematics. The national test results are analysed to identify areas for improvement and appropriate targets are set to enable pupils to evaluate their own progress. However, although some informal assessment procedures are in place for other subjects, the tracking of pupils' progress in these areas is not consistent and effective.

30. Very good procedures ensure that pupils' views are sought on a number of issues, including topics for discussion in assembly, how to develop the playground and input to the school improvement plan.

Partnership with parents, other schools and the community

The school's links with parents are good. Links with the community and other schools and colleges are good.

Main strengths and weaknesses

- The school works hard to involve parents in their children's education.
- Parents are very happy with the work of the school.
- Strong links with the local community benefit pupils.
- Good links with the junior school help pupils when they transfer at the end of Year 2.
- Parents and carers of pupils with special educational needs are kept well informed.

Commentary

31. A good range of information is sent to parents on a regular basis to let them know what is happening in school. Preparation workshops and curriculum letters provide parents with information about the curriculum and how they can help their children at home. Parents take advantage of this and support their children at home by ensuring that homework is completed and returned to school. The links with parents and the community have improved further since the last inspection.

32. Written annual reports for parents are good. They inform parents what their children know, understand and can do and give some areas for further development. There are good opportunities for parents to discuss pupils' progress informally at the end of the school day, as well as at regular, formal consultation evenings.

33. The school works hard to deal with parents' concerns or complaints. Parents confirm that they are always made to feel welcome, that they are comfortable about approaching the school and that staff always deal with them fairly. The school does not currently have a Parents' and Teachers' Association but parents do support it well when fund-raising takes place.

34. Good links with the local community support the school well. Pupils have visited the local temple, mosque and churches, and the vicar from the local church comes into school to celebrate Easter and Christmas. At Christmas, pupils visit local groups of senior citizens to sing carols and there are other visits and visitors from within the local area such as the Cookery Club and Brentford Football Club, which support the curriculum well.

35. There are appropriate links with other schools, which enrich the curriculum well by helping staff share ideas. Good links with the junior school, including a programme of visits for Year 2 pupils, prior to transfer, help pupils settle quickly.

36. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. They are always invited to meetings to review individual education plans. Those unable to attend are sent a copy of the individual education plan to make them aware of the targets set for their child.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership by the headteacher is good. Management is satisfactory. Governance is also satisfactory.

Main strengths and weaknesses

- The headteacher is an effective leader who has a clear vision for the future.
- Strategic planning, based on self-evaluation, is good.
- There is a strong commitment towards inclusion.
- The management of special educational needs is good.
- The roles of the subject coordinators are underdeveloped.

Commentary

37. The headteacher guides the school's work strongly. Her high aspirations for the future of Berrymede and her focus on raising levels of achievement for all pupils, is having a significant impact on all aspects of school life. She makes great efforts to involve fully all relevant parties, including parents and pupils, in the decision-making process. This results in them feeling a valued part of the school. Her successful focus on improving behaviour is reaping clearly observable benefits, such as rising standards in English and mathematics.

38. The management of the school was a key issue at the last inspection. There has been a good improvement since then. Teaching and learning are now systematically monitored and good quality written feedback on lessons observed helps teachers to improve. The school improvement plan, although rather lengthy, is much improved since the last inspection and clearly identifies appropriate priorities. The governing body is becoming increasingly involved in the school's work and is kept very well informed about the educational provision through regular reports from the headteacher and some other senior staff. Governors ensure that the statutory requirements for collective worship are met.

39. Strategic planning is good. It is firmly based on the school's self-evaluation programme. All staff are involved in making regular evaluations of their work to help produce a whole school picture of the effectiveness of the provision. This is used well to determine the way forward by clearly identifying priority areas for development. Both the school and the local authority monitor performance data, and the findings are used to plan the next steps in improving the school's effectiveness. Professional development of staff, performance management and appraisal are all in place and the school gives good support to new and newly qualified teachers.

40. The school is fully committed to inclusion. All pupils are highly valued and respected and they are encouraged to take part in all school activities. The headteacher and her staff know the pupils very well and are able to identify and target those requiring additional support. This ensures that all pupils are helped to reach their full potential. The positive ethos of the school ensures that pupils develop their self-esteem and confidence.

41. The special needs coordinator manages the provision well. She carefully tracks the progress of individual pupils to ensure they are achieving all they can. Despite having only half a day per week to oversee the provision, all paperwork is kept up-to-date and liaison with outside agencies is effective. This is only possible because she gives up a great deal of time outside school hours to ensure that everything is running smoothly. Governors are kept fully informed about the level and success of the provision through regular reports from the coordinator. The provision fully meets statutory requirements.

42. The roles of the subject coordinators have been improved since the last inspection and they are now monitoring subjects more effectively through looking at pupils' work and observing some teaching. However, they are not all developing their leadership role to a level that helps the provision in their subject areas to improve even more and thus raise standards. They are not

always active or rigorous enough in advising colleagues about developments, arranging training and suggesting improvements to planning and teaching.

Financial information

<i>Financial information for the year April 2002 to March 2003</i>			
<i>Income and expenditure</i>	£	<i>Balances</i>	£
Total income	981,012	Balance from previous year	71,237
Total expenditure	941,903	Balance carried forward to next year	39,109
Expenditure per pupil	3,988		

43. Financial management is secure. The funds carried forward from the previous year were earmarked for improvements to the school building and have been spent for this purpose. The school provides satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES IN KEY STAGE 1 and 2

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

44. The provision in the nursery and Reception is satisfactory overall. However, the provision for children's physical development is unsatisfactory and has deteriorated since the last inspection as the outdoor area for delivering this area of the curriculum is inadequate. The Nursery is housed in a separate building with access to an outdoor area which is inadequately equipped to support the curriculum effectively. The three Reception classes are housed in the main building but currently have no access to an appropriate outdoor area, although children from these classes are able to take turns to join the nursery children in small groups in the outdoor area attached to the nursery. Opportunities to link the indoor curriculum to outdoor activities are, therefore, severely limited. The school is aware of this shortcoming and is trying to secure funding to improve this area.

45. Children enter the nursery at the age of three or four and the vast majority of them are at a very early stage of acquiring English. Many are new to the country. Staff work hard to establish good relations with parents and to involve them in their children's learning. Children make satisfactory progress in all aspects of their learning in the nursery and the Reception classes. By the time they enter Year 1, most pupils have reached the standards expected nationally in knowledge and understanding of the world and personal, social and emotional and creative development. In language, literacy and communication and mathematical development they reach standards that are below the goals expected for the end of the Reception year. Attainment in physical development is also below the expected level, due to the limited outdoor provision.

46. Overall, the teaching and the quality of the curriculum offered to the children give them a secure foundation to their school life. Teaching is satisfactory with some very good teaching seen in personal, social and emotional development and knowledge and understanding of the world. Teachers plan carefully in line with the recommended curriculum. They make good use of a range of good resources to enhance children's learning. In both the Nursery and the Reception classes, good provision is made for children with special needs. Children are assessed by staff when they enter the school, and also termly to track their progress. Staff use these results well to plan and to ensure that they make continued progress as they move through the Foundation Stage. Support staff work closely with the teachers, and their contribution has a beneficial effect on the progress made by the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Clear induction procedures mean that children are happy to come to school.
- All children develop good relationships with adults and their peers and work well together.

Commentary

47. Considerable emphasis is placed on the personal and social development of the children in both the nursery and Reception classes. As a result, by the time they leave Reception, they achieve well and reach the expected standards in this area. The activities planned support the development of confidence and independence. Children are very aware of routines and they take care of equipment when they tidy up at the end of sessions. They concentrate and work well together in groups. They are learning to listen to others in class sessions and to take turns sensibly. Staff provide good role models. All staff question and involve themselves with children during activities. The children's cultural and spiritual development is fostered through stories, assemblies and the general ethos of the classes. A particularly good aspect of this area of the curriculum is the

way in which staff value the rich diversity of cultures within the classes and the school. Good induction systems help children to develop confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Listening and speaking skills are developing well.
- Children are becoming increasingly aware of how to form letters.
- Activities are not always focussed enough to develop reading and writing skills.

Commentary

48. Most children are making satisfactory achievement, although many are unlikely to reach the standards expected in all aspects of language. Teachers and support staff in the Nursery and Reception classes focus on developing speaking and listening skills. As a result, these are developing well. Staff expect children to answer questions fully and do not accept one word answers. In the nursery, children recognise their name cards and some make recognisable attempt to write their names. Many children in the Reception classes write their names legibly. Letter sounds are introduced early on, using appropriate texts. Teaching is satisfactory overall. In the Nursery, the story session stimulates discussion and interest. In the Reception classes, the lessons are based on the literacy strategy. However, activities are not always focused and opportunities are missed to involve children in more appropriate literacy related activities. Writing is encouraged, and although most children still need considerable assistance from staff in order to write, they are aware of where to start on the page and increasingly aware of how to form their letters. Higher-attaining children are beginning to write independently. In both the Nursery and Reception classes, children are encouraged to take books home to share with their parents.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers plan a range of activities to give children opportunities to explore mathematical ideas.
- Children are not always challenged sufficiently in the Reception classes.

Commentary

49. Children are not on course to reach the expected standards because they enter the school with a low level of attainment. However, they all make satisfactory achievement in developing their number skills. In the Nursery, the activities provided are appropriate and support learning well in this area of the curriculum. Staff work hard to provide a variety of practical activities, which are made enjoyable for the children in the way in which they are presented. Support staff are used particularly well during group activities. A lesson observed offered some good opportunities for the children to explore number through a variety of appropriate activities, which enhanced their learning. In the Nursery and the Reception classes, mathematical language is introduced early on; children are aware of shape in the classroom and in the environment. In the Reception classes, transition to group work is smooth and the children sustain concentration for long periods.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's understanding of their growing world is developed well through a range of well planned activities.

Commentary

50. Children achieve well in this area and most of them are likely to reach the standards expected for their age. The quality of teaching is good. Staff plan a range of interesting activities so that children have an increasing understanding of their world and the local environment. Children in the nursery learn about animals while reading the story 'Mog and the Vet'. They carry out some investigations. For example, children in one of the Reception classes learnt to use magnifying glasses and binoculars to explore how they use their senses, such as sight, to identify different objects. They develop an interest in their surroundings and are confident in exploring and investigating for themselves. Staff provide good opportunities and interesting resources through which the children develop these skills. For instance, they develop an understanding of technology as they learn how to use computers, and most can operate the computers independently. They are confident in using the mouse and the majority can click on an object and drag it across the screen. Staff use everyday events to further children's understanding of the cultures and beliefs of others. For example, children in Reception learn about a Hindu God as a part of their Diwali celebration.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Activities are well planned and cover all aspects of creative development.

51. Levels of attainment are in line with the nationally expected levels for children of this age. All children achieve well. Activities provided for children when they enter the Nursery ensure that they receive a wide variety of experiences which support the development of their creative skills. They handle paint and brushes with confidence. Role-play areas are provided; they are used well by the children. Design and technology is introduced through activities like mask making. An activity like this in the nursery was used effectively to extend children's language development. Children are encouraged to produce paintings and collage, which they enjoy displaying and sharing with adults, as was seen in a lesson in the Reception. There are some opportunities for music, such as when children join in singing rhymes in both the Nursery and Reception classes.

PHYSICAL DEVELOPMENT

Provision in physical education is **unsatisfactory**.

Main strengths and weaknesses

- Children have limited opportunity to develop their co-ordination skills.

Commentary

52. Children's achievement in their physical development is unsatisfactory. Staff plan as best as they can to make the maximum use of the existing outdoor area, but the provision is not appropriately equipped to deliver this area of the curriculum effectively. As a result, most children are not likely to reach the nationally expected levels by the end of their time in Reception. There is

a limited provision of a range of climbing apparatus and large wheeled toys, and the surface of the ground is uneven and unsafe. The lesson observed in the hall shows that the Reception children are developing appropriate spatial awareness and learning to use the indoor equipment safely. However, opportunities to extend and develop these skills further are limited by their lack of regular access to an outdoor area. Children in the Reception classes do not have sufficient opportunities for enough physical activities. As a result, they do not develop appropriate co-ordination skills and do not understand the need to use space wisely. In all three classes, teachers and support staff are very careful to teach the children the skills required, such as how to cut safely using scissors and how to use glue sensibly. Children with special needs are fully involved in all activities.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are beginning to rise after a period of decline.
- There is some good and very good teaching in Year 2.
- Ends of lessons are less effective than the beginnings.
- The library is poorly sited and inadequate.

Commentary

53. Standards are below average and are lower than they were at the time of the last inspection. The 2004 national test results for Year 2 show that standards are rising, and this is confirmed by inspection evidence. This is because effective work has been done with targeted pupils to support their learning. Classroom assistants provide valuable support. Achievement is satisfactory overall because pupils have good attitudes to learning and work hard from starting points in Year 1 that are below average.

54. Skills in speaking and listening are below average. The school has introduced a 'talking partners' scheme, which is regularly used when pupils discuss an item of the lesson together. This is helping them to improve. There is also sufficient opportunity for more use of drama and role-play, for example, Year 1 pupils performed a vivid rendition of the story of Rumpelstiltskin.

55. Standards in reading remain below average. Much work has been done to encourage pupils to read at home, and there are regular opportunities to read individually and in groups at school. The range of reading books available is rather limited, despite recent investment. The library is sited in the computer room and difficult to access for research. It is unsatisfactorily resourced, although there is a good quantity of books that reflect the cultural diversity of the pupils

56. Standards in writing have improved over the past year, but are also below average. Regular handwriting sessions ensure that presentation of work is much improved. Spelling has also improved with weekly tests. The school places a strong emphasis on pupils having their own individual targets, which enables them to evaluate their own progress. They receive rewards when they achieve these and are motivated to do well. Marking is often positive but seldom tells pupils how they can improve.

57. The quality of teaching and learning is satisfactory overall. Teaching in the lessons seen ranges from unsatisfactory to very good. Teaching is better in Year 2 than in Year 1. Successful lessons had lively introductions, a strong pace, well thought out learning objectives, appropriate challenge and good use of questioning. Pupils in these lessons achieve well. They show interest in their work and work well together in groups or pairs. Less successful lessons were poorly planned, lacked pace, did not make clear what pupils had to do and did not match work to pupils' abilities. In general the beginnings of lessons are better than the endings, when teachers tend not to allow enough time to review the work properly. Pupils made unsatisfactory progress in these lessons.

58. Leadership and management are satisfactory. The new coordinator has not had enough time to make an impact yet. Results are carefully analysed. The tracking system is effective in identifying pupils at risk of underperforming. The co-ordinator has just begun to monitor the quality of teaching and learning.

Language and literacy across the curriculum

59. There are satisfactory links with other subjects, especially in geography, history and design and technology. For example, Year 2 pupils were writing about the life of Harriet Tubman and her influence on the abolition of slavery. In design and technology, Year 1 pupils wrote instructions for making a jam sandwich. Information and communication technology is mainly used for word-processing.

MATHEMATICS

Provision In mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are similar to those found nationally and are well above those found in similar schools.
- The quality of teaching is good. Pupils achieve well.
- The pupils enjoy mathematics and are eager learners.
- The coordination of mathematics is good.
- There are few planned links with other subjects.

Commentary

60. Standards, in the 2004 national test, were in line with the national average and this shows a very good improvement over the 2003 results. However, fewer pupils reached the higher level.

61. The pupils currently in Year 2 are reaching standards as expected for their age. This shows good achievement as pupils' mathematical skills and understanding on entry to the school are well below those found nationally. The good quality teaching is a major factor in helping pupils to achieve well. Those pupils with special educational needs and those with English as an additional language also make good progress as they are provided with work carefully tailored to their needs and are well supported by their teachers and teaching assistants.

62. The quality of teaching and learning is good. Teachers manage their classes well and create a good working atmosphere in which pupils can learn effectively. Relationships are strong and there is a great deal of mutual respect evident in classes. Pupils of all abilities make good progress as the work in lessons is very carefully planned to build on their prior knowledge and understanding. When teachers plan together in a year group then it is even more effective as they are able to share ideas and expertise. In a very good Year 2 lesson about telling the time, the teacher had adjusted the planning as the previous lesson had shown that the pupils knew more than had been expected. The work in the lesson seen was, therefore, made more challenging to improve their rate of progress. Teaching assistants are used particularly well to help pupils learn more effectively. They are fully included in the lesson and give good quality support throughout. In one lesson the assistant entered in dialogue with the teacher to help reinforce the concept being taught. All teaching assistants keep detailed records of their work with specific pupils so that the teacher can plan suitable work for the next lesson.

63. Pupils respond well to the good teaching, are attentive in lessons and are keen to learn. They are proud of their many achievements. They present their work neatly in their books and the vast majority successfully complete the work set for them. Their behaviour in lessons is good and leads to a calm and peaceful environment in which all pupils can flourish and produce good quality work.

64. The leadership of mathematics is good. There is a strong focus on raising standards. The provision is regularly and carefully monitored to identify areas of strength or weakness. Appropriate action is then taken to make necessary improvements. Pupils are assessed regularly and they are tracked as they move through the school to ensure that they are achieving at an appropriate rate.

Teachers, after discussion with individual pupils, set them targets to aim for during each term. These are displayed in their books and are checked at regular intervals.

65. There has been a good improvement in the provision since the last inspection as teaching is much improved and standards have been maintained despite an increasing number of pupils with special educational needs and many new arrivals to the school with very limited English skills.

Mathematics across the curriculum

66. Pupils' mathematical skills are promoted satisfactorily across the curriculum. The pupils' skills in mathematics are sometimes used in other subjects of the curriculum but their inclusion is not always planned. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, in Year 1 pupils made pictograms based on the data they had collected for science about the hair and eye colour of their classmates. Very few mathematics lessons take place in the ICT suite to improve pupils' skills in both subjects. The classroom-based computers are sometimes used to reinforce and teach new concepts and skills but there are an insufficient number of these computers for all pupils to use them regularly.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils really enjoy their science work; they listen carefully and are keen to complete their tasks.
- The monitoring role of the co-ordinator is not fully developed.
- Assessment is not used effectively to track pupils' progress consistently.

Commentary

67. Standards of work seen during the inspection are in line with the national expectations for pupils in Year 2. This maintains the standards found at the last inspection and shows a rise in standards since 2003 teacher assessment. This is due to the revised scheme of work, which provides good advice to teachers and enables them to present their lessons effectively. Pupils' achievement is satisfactory. They enjoy their science lessons because the work is practical and they put a great deal of effort into it. They work well together planning and conducting investigations responsibly.

68. The quality of teaching and learning is satisfactory overall. Pupils are developing their understanding of how to carry out a fair test. They are constantly encouraged to hypothesise and explain their reasons to others. Teachers make the lessons interesting by using a good range of resources and involving pupils effectively in investigative approaches to learning. In a very good lesson seen in Year 2, for example, the teacher involved pupils very effectively in identifying the devices in the classroom that use electricity. After a great deal of discussion and investigation, the pupils identified different electrical objects that are mains or battery operated and gained a clear understanding of how to use electrical objects safely. Such practical activities involve the pupils and channel their enthusiasm and interest well.

69. The subject leader has taken up the position since the summer term. Although some good work has been done in revising the scheme of work, the subject is not yet being led and managed effectively. This is because there is no clear understanding of the role of the co-ordinator. Lessons have not been monitored nor pupils' work analysed to see where standards or provision could be even better. Assessment procedures are not used consistently to track pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils reach good standards when using ICT to create pictures.
- Teachers are confident in their teaching of ICT.
- Pupils have a good attitude to their work.
- There are some good links made with other subjects.
- The computers based in the ICT suite are underused.

Commentary

70. There has been a satisfactory improvement in the provision of ICT since the last inspection and pupils are achieving well. The school has kept pace with developments in the subject and standards at the end of Year 2 are as expected nationally. Coverage of the various aspects, as in the last inspection, is satisfactory. One area of the ICT curriculum is particularly well taught and covered. Pupils' skills in creating attractive pictures are well developed and they have many opportunities to do this in the course of each year. The work is linked very closely to their art studies and is carefully planned. It is sometimes in the style of a famous artist such as Mondrian. Through this work, the pupils learn good mouse control and how to use a variety of tools from the toolbar most effectively.

71. The quality of teaching and learning is satisfactory. Most teachers have received training that has improved their own skills and understanding and has made them more confident in their teaching. This has resulted in the pupils learning more effectively as new work is explained to them simply and clearly. Teachers are able to demonstrate new skills correctly to their pupils as well as being able to troubleshoot when the computers are not working as well as they should.

72. Pupils thoroughly enjoy ICT work and are proud of their efforts. Throughout the school, pupils have a good attitude to their learning, display high levels of concentration and work well together. They share tasks fairly and often give each other good support when difficulties are encountered. Pupils thoroughly enjoy ICT and are able to explain the work they have completed. They keep a diary of the programs they have used each term to show the variety of tasks they have completed successfully.

73. The ICT suite does not have sufficient computers for it to be used effectively for class lessons. During the inspection it was used only occasionally and even then some of the computers were not working properly. The seating is too heavy and cumbersome for the smaller pupils and there is no facility for teachers to demonstrate programs on a large screen. The suite is sometimes used for small groups of pupils and this works well. For example, some Year 2 pupils classified various household goods as electrically operated or not, using an interesting program. They were able to work independently and their click and drag skills visibly improved in the session. However, staffing levels mean that this cannot take place regularly. There are firm plans to improve the provision in the near future so that all pupils will have greater access to ICT equipment thus helping them to learn at a much faster rate.

Information and communication technology across the curriculum

74. Information and communication technology skills are taught satisfactorily across the curriculum. Many interesting and productive links are made with other subjects. These are planned by the teachers to help raise the standards in ICT in a relevant and interesting way. Useful links are made in subjects such as English, science, art, design and technology and history. Pupils use and improve their word-processing skills when writing their own poems and CD ROMs and the Internet to research aspects of history, such as the life of Harriet Tubman. They use a drawing program to

individually design Joseph's coat of many colours before making it in their design and technology lessons.

HUMANITIES

75. History and geography were sampled. Two lessons of history and one of geography were observed, and pupils' work and displays around school were scrutinised. This indicates that the curriculum for history and geography ensures that pupils cover a satisfactory range and variety of topics. There is insufficient evidence to make an overall judgement about provision in these subjects

76. In **history**, Year 2 pupils study the life of famous people in the past and gain an understanding of their achievements, such as Harriet Tubman rising above her circumstances to lead others to freedom. Pupils make effective use of a relevant website to find the story of the famous people. In Year 1 pupils explore old toys from Victorian times, and compare them with new toys, prior to a visit to the Bethnal Green Museum of Childhood. Pupils' learning of historical accounts is also enhanced through visits to St. Paul's Cathedral as part of work on the Great Fire of London.

77. In **geography**, staff make good use of visits to the local area to enhance pupils' knowledge. Pupils learn to make simple plans of their classroom and of the school. Appropriate use is made of the pupils' own rich and diverse cultural heritage to help them compare their lives in Britain with those of children in other countries. For example, in a Year 2 literacy lesson, pupils discussed the experiences of "Gregory Cool", a boy who went to stay in Tobago, and noted the differences between life in the rural West Indies and their own lives in inner city London. Other topics studied include the seaside, and travel to school. Good links are made with mathematics. For example In Year 1, pupils' work shows a block graph describing how pupils come to school each day.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The revised syllabus is improving provision.
- Pupils have good attitudes to learning.
- There is too much reliance on commercial worksheets.
- More time is allocated to the subject in Year 2 than in Year 1.

Commentary

78. Standards in religious education are in line with those expected of the locally agreed syllabus. The school has implemented a new scheme of work with advice from a consultant so that resources can be used more efficiently. This also means that more account is taken of spirituality, a criticism at the time of the last inspection. Achievement is satisfactory overall, although lessons in Year 1 are too short to deliver an effective lesson. Pupils' attitudes to learning are good. They especially enjoy the visits and visitors that enrich the subject.

79. Only one lesson was observed during the inspection, but planning was examined and pupils' work was seen. This indicates that teaching overall is satisfactory. In the lesson observed, Year 1 pupils received a presentation from a visiting teacher about the Hindu festival of light, Diwali. She brought in many interesting items to show them, played music and gave them festive food to sample. This very good start was not followed up well in the class, when pupils were only expected to colour in a commercial sheet of a goddess. There is too much reliance on such sheets, especially in Year 1.

80. Pupils make regular visits to places of worship including the local church, temple and mosque. The rich diversity of their religious backgrounds is celebrated. There are links to other subjects, such as Year 2 pupils designing Joseph's coat, and Year 1 pupils studying Islamic patterns in art.

81. The coordinator is new to the role and her role is not developed satisfactorily yet. However, she has led the review of the scheme of work effectively. Progress is evaluated at the end of term. As yet there has been no monitoring of the quality of teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. One lesson was observed in each of design and technology and music and two in physical education during the inspection. A video of the summer musical assembly and concert was seen. In addition, teachers' planning, pupils' work and displays around school were scrutinised.

83. No lessons were observed in **art and design** to make a firm judgement about provision or attainment. However, it is evident, from teachers' planning and displays, that pupils have satisfactory opportunities to develop their knowledge, skills and understanding of art. Pupils have used colour boldly in paintings illustrating aspects of friendship and their families. They use computers well to create pictures in the style of the famous artists, Seurat and Mondrian. Investigating patterns has further developed Year 2 pupils' understanding of colour and line, and they use a computer program to create their own patterns. Planning and records of pupils' work show that they have a growing awareness of pattern, texture, shape and size. Teachers plan lessons using the government's scheme of work for art, and ensure that art is used to support pupils' learning across the curriculum appropriately. Pupils show sound skills in drawing, painting and colouring and use this effectively to illustrate work in subjects such as science, history and religious education.

84. In **design and technology**, pupils learn to make models with a range of materials including paper, card, textiles and wood. They have made puppets, undertaken weaving and constructed simple model cars with working wheels. In the one lesson seen, they were designing and experimenting with their ideas for a patterned coat for 'Joseph', following the story of 'Joseph's coat.' Teaching was good in this lesson. Pupils were learning from the activities they were undertaking, enjoyed the lessons and behaved well. ICT was used to produce some work linked to design and technology. There is a subject policy and a scheme of work based on national guidelines which supports teachers' planning appropriately.

85. Evidence shows that all aspects of **music** are taught to pupils throughout the school. All of the teaching is by a music specialist. Pupils listen to music as they come in to assemblies, but are not always told about the piece, the composer or the instruments being played. They sing reasonably tunefully in musical assemblies and with obvious enthusiasm. Pupils also have the opportunity to sing in concerts, such as the summer production. During the inspection two specialist percussionists were running a workshop for some of the pupils in Year 2. Their enthusiasm was infectious and the pupils soon learned to play a variety of instruments correctly. They also thoroughly enjoyed being able to be part of a performance. The end of year production by Year 2 was about Humpty Dumpty and involved much drama as well as singing. Evidence suggests that the standard of the performance was good and much appreciated by the parents and carers who attended. The school has a good range of resources for use in lessons for composing and listening to music.

86. School plans show that **physical education** is taught to all classes in the school and all aspects are covered including games, gymnastics and dance. Physical education has a good allocation of curriculum time with classes having three sessions each week. Specialist coaches from a local football club come in to improve pupils' ball skills. There are good links with the local High School. The students from the High School organise hockey, gymnastics and dance sessions for the Year 2 pupils. Some of these were held at the High School so that the Berrymede pupils had the opportunity to use the excellent facilities there. The sixth form students also organised and ran

an activity day for Year 2 that was very successful. The school holds a sports day each year which is well attended by parents and carers. Resources are satisfactory but some of the gymnastics equipment is now becoming old and worn.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87. No lessons were seen in this area and, therefore, no judgements are made about overall provision. Evidence from discussions with pupils and the scheme of work shows that the school promotes pupils' personal, social and health education well through a range of activities. As a result, all pupils grow in self-confidence and become independent. During the PHSE lessons and assemblies pupils consider responsible choices and right and wrong decisions. The school places a strong emphasis on encouraging pupils to lead a healthy life-style by raising their awareness of eating healthy food and taking regular exercise. Pupils learn about different parts of the body, and personal hygiene. Pupils are encouraged to make decisions regarding the school's work. For example, they choose the themes of assemblies and were consulted in developing the school's grounds when they chose the trees for the playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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