

INSPECTION REPORT

FIRCROFT PRIMARY SCHOOL

Tooting

LEA area: Wandsworth

Unique reference number: 101007

Headteacher: Mrs Anne Wilson

Lead inspector: Mrs Gulshan Kayembe

Dates of inspection: 29 November – 1 December 2004

Inspection number: 266823

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	401
School address:	Fircroft Road Tooting London
Postcode:	SW17 7PP
Telephone number:	020 86726258
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Sue Brearley
Date of previous inspection:	April 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in Tooting in South London. It is of above average size with a nursery attached. The number of pupils on roll is falling but currently stands at 401 including 40 children in the nursery, 23 of whom attend part-time. There are more boys than girls: 219 boys to 182 girls. This gender imbalance is particularly noticeable in the reception classes and in Years 1 and 2. There are more pupils from minority ethnic backgrounds than at the time of the last inspection and fewer of white British heritage. Close to three quarters of pupils are from minority ethnic groups. The majority, close to a third, are of Asian background but most ethnic groups are represented. Close to a fifth are from black British groups and about a quarter of the pupils are of white British heritage. About 40 per cent of pupils do not have English as their mother tongue. This is very high when compared to schools nationally. It is also higher than at the time of the last inspection. The most frequently spoken home languages are Urdu, Bengali and Gujarati. The number who are at an early stage of learning English is very high at 96. A further 35 pupils, mostly of Black Caribbean heritage, are supported through the ethnic minority achievement grant. About a quarter of pupils have special educational needs, and this is above the national average. Their needs are mostly moderate learning, though a wide range are represented. About 2.5 per cent of pupils have a statement, and this is above the national average.

Though pupils come from a wide range of backgrounds, the overall social and economic backgrounds of pupils are below national norms. Attainment on entry to reception is below average and many pupils have well below average attainment in literacy. Mobility is comparatively high and an above average number of pupils leave or join the school at times other than normal joining and leaving times. Those joining or leaving tend to be older, and those that leave tend to be academically able. This has the impact of depressing attainment further up the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2901	Mrs G Kayembe	Lead inspector	Information and communication technology English as an additional language
9779	Mrs Suzanne Smith	Lay inspector	
17995	Mr Roger Purdom	Team inspector	Mathematics Design and technology Physical education Special educational needs
2200	Mr Jim Stirrup	Team inspector	English Geography History Music
10270	Ms Sandra Teacher	Team inspector	Science Religious education Art and design The Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fircroft is a good school which provides an effective education to its pupils. The headteacher is very clear about the school's key priorities and sets a positive tone for its work. Pupils are happy to be at the school and most do well. Overall the school provides good value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Teaching is consistently good so that pupils achieve well from nursery through to Year 6.
- Pupils' attitudes and behaviour are very good overall and there is a strong sense of community within the school.
- The headteacher and deputy work very well together and provide very good leadership.
- Though attendance is satisfactory, more could be done to further improve it.
- Provision for physical education and for pupils with special educational needs is very good.
- There is scope to make better use of assessment information to support learning.
- The organisation and planning of the curriculum needs further development to support literacy, writing in particular, pupils with English as an additional language and able pupils.
- There are issues in accommodation for ICT and the foundation stage.
- Links with parents, other schools and the community are very good and promote learning.

Improvement since the last inspection in April 1999 is good. The school has tackled the issues identified in the 1999 report well. Significantly improved provision for ICT has led to much better standards and achievement, though the small size of the ICT suite restricts usage. Schemes of work are in place and the curriculum is much better balanced. There is now scope to re-organise the timetable to make better use of the school day and to develop provision to take more account of the needs of pupils with English as an additional language and able pupils. Overall, the school has done well to maintain standards against a changing intake. Teaching is also now better.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	D	D
mathematics	C	E	C	C
science	C	D	C	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.*

Pupils achieve well through each key stage. From a low starting point, attainment is marginally below average by the end of the reception year but average by the end of Years 2 and 6. It is average in English, mathematics and science by the end of Years 2 and 6. Attainment is above average in ICT and in line with the expectations of the locally agreed syllabus in religious education by Years 2 and 6. Pupils across the school achieve well in English, mathematics, science and ICT and satisfactorily in religious education. In most other subjects, pupils achieve well and standards are at least in line with national averages. They exceed these in history, music and physical education by Year 6. Pupils with special educational needs make good progress and achieve well. Those with English as an additional language mostly achieve well due to the high standard of teaching in the school. However, insufficient account is taken of their individual learning needs leads to some variability in their learning. There are some differences in attainment based on ethnicity, mostly because many minority ethnic pupils are still learning English and some groups

have lower attainment. In English, mathematics and science able pupils could achieve more. Recent test results show that boys do not do as well as girls and this was most noticeable in written work in English in Year 6 and led to the below average results in 2004 in English. Results tend to fluctuate. This is related to some extent to varying English language learning and special educational needs, mobility of pupils and the impact of strategies used to raise attainment.

Pupils' attitudes and behaviour to school and learning are very good **and their personal qualities, including spiritual, moral, social and cultural development, are good.** Attendance is satisfactory but procedures for securing better attendance need to be more rigorous.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are consistently good. The curriculum is broad and balanced and promotes good progress across most subjects and for most pupils. However, the curriculum for writing could be improved. The curriculum in the Foundation Stage is well developed and meets children's needs well. However, the large physical distance between nursery and the reception classes makes liaison and collaboration between them difficult. There is very good provision for extra-curricular and enrichment activities. Links with parents, other schools and the local community support pupils' learning very well. Provision for pupils with special educational needs is very good, but the provision for pupils with English as an additional language is underdeveloped. Use of assessment to support learning is at an early stage of development. The school cares well for pupils though staff need refresher training for child protection.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The headteacher provides very good leadership and has developed well structured teams to help manage and lead the school. The teamwork between the headteacher and her deputy is highly successful. Members of the senior leadership team contribute well to leading the school. The roles of subject leaders are well developed. Monitoring and evaluation are effective in most instances in identifying and addressing issues in provision and outcomes, though focused monitoring of the provision for English as an additional language is not in place. Governors carry out their responsibilities well and have a good grasp of the school's strengths and weaknesses. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils and parents are happy with the school's provision. Parents' views of the school are very positive. Pupils say they enjoy lessons, find teachers helpful and the school a friendly place.

IMPROVEMENTS NEEDED

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

- Develop provision further to support writing, able pupils and those learning English as an additional language.
- Make existing procedures to promote better attendance more rigorous.
- Make more effective use of assessment data and information to support learning especially for able pupils and those with English as an additional language.
- Seek ways of overcoming issues of accommodation in ICT and the foundation stage.
- Ensure that all staff regularly receive refresher training in child protection procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Overall standards of attainment are a little below average by the end of the reception year and average by Years 2 and 6. Achievement is good throughout the school.

MAIN STRENGTHS AND WEAKNESSES

- The good provision in the foundation stage means that pupils achieve well and are much closer to the expected standards by the end of their reception year than at the start.
- Pupils achieve well across the school to attain average standards overall but standards in writing, especially for boys, are holding back further progress.
- The achievement of able pupils and those learning English as an additional language, though largely good, is more variable.
- Standards are above average in history, ICT and music and well above average in physical education by Year 6.

COMMENTARY

1. When pupils begin the nursery their standards of attainment are well below average, particularly in communication, language, and literacy development. However, they receive a good start to their education in the nursery and reception classes so that by the time they reach the end of the foundation stage, their standards are closer to national norms though still a little below average overall. Most children are on track to reach the nationally identified goals for learning for five-year-olds in personal and social development, knowledge and understanding of the world, creative development and physical development. Standards in communication, language and literacy and mathematical development are lower and many children are unlikely to reach the national goals by the end of their reception year though they achieve well in these areas improving significantly upon their standards on entry to the nursery. Children's achievement is very good in physical education and personal and social development. They also make very good progress in developing technological awareness.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.9 (15.7)	15.8 (15.7)
Writing	15.6 (12.0)	14.6 (14.6)
Mathematics	17.0 (15.8)	16.2 (16.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

2. Results of national tests for pupils in Year 2 in 2004 were above the average of all schools and well above the average of similar schools in reading and writing and mathematics. The 2004 results signify very good achievement for these pupils. Girls performed significantly better than boys in writing and reading and the gap between them was bigger than the gap nationally. In mathematics there was no significant difference between the results of boys and girls.

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

Standards in:	School results	National results
English	26.3 (27.0)	26.9 (26.8)
mathematics	27.1(25.5)	27.0 (26.8)
science	28.8 (27.6)	28.6 (28.6)

There were 51 pupils in the year group. Figures in brackets are for the previous year.

3. Results of national tests for pupils in Year 6 in 2004 were below national and similar school averages in English but were in line with these averages in mathematics and science. Boys did less well than girls in both English and science, and to a greater extent than the trend nationally, though in mathematics their results were similar. The school's analysis identifies that boys' writing in particular was weak and led to low results overall in English. The 2004 results in science and mathematics were a good improvement on those of the previous year, but English results were lower. The overall trend in improvement over the last four to five years has been below the national trend. However, the mobility of pupils impacts adversely on results for Year 6 pupils and tends to depress them. The mobility factor makes comparisons with the prior attainment of pupils in tests they took when in Year 2 somewhat unreliable as a small but significant minority taking the Year 6 tests in 2004 joined or left the school after taking the Year 2 tests. Partly for the same reason, achievement seen during the inspection in Years 3 to 6 was better than the Year 6 results, especially results against similar schools, indicate. Achievement was also better because the school is actively addressing the issues of boys' writing.
4. From inspection evidence, standards are average in English by Years 2 and 6 and pupils achieve well through Years 1 to 6. Pupils have good listening skills and overall speaking skills are average though some pupils have narrow vocabulary and a few do not always have the confidence to make oral contributions. Reading skills are satisfactory by Years 2 and 6. Writing standards are good by Year 2 but boys' writing is weaker than that of girls and by Year 6 writing standards, though close to average, are not as secure as those in reading and speaking and listening. Attainment in mathematics and science is average by Years 2 and 6. Achievement is good in both subjects throughout the school. Able pupils are not always stretched enough in English, mathematics and science and hence do not always achieve as well as they should in lessons.
5. In religious education, standards are in line with the expectations of the locally agreed syllabus by Years 2 and 6. Pupils achieve satisfactorily throughout the school. Pupils achieve well in ICT, where standards are above national averages by Years 2 and 6. The standards in ICT have improved significantly since the last inspection. In most other subjects, pupils achieve well in the main and standards are at least in line with national averages. These averages are exceeded in history, music and physical education by the time pupils are in Year 6. In physical education, standards are above average by Year 2 and well above average by Year 6 due to the very good teaching and wide range of curricular and extra-curricular activities. Standards of literacy and numeracy generally support achievement in subjects across the curriculum though opportunities for writing in subjects other than English, and hence opportunities to improve pupils' written work, are missed. In history there are some good opportunities for writing at length and these enable pupils to explore ideas and experiment with different forms of writing.
6. Across the school, pupils with English as an additional language mostly achieve well. The generally good standard of teaching across the school helps them to learn effectively in most lessons. However, their learning experiences are sometimes less good than those of others

because their individual learning needs are not always sufficiently well addressed in planning. Good support from teaching assistants helps to promote the achievement of pupils learning English. Beginners in English achieve well and make good progress to develop effective communication skills and in being able to interpret instructions and understand everyday usage of English. Younger pupils, those in the foundation stage and in Years 1 to 2, make generally good progress. Whilst many pupils develop a high level of fluency in English by the time they reach Year 6 and are confident and articulate speakers and writers, progress is slower for some older pupils who are at later stages of learning English. Progress in developing higher order English language skills tends to be slower particularly for pupils who do not speak English at home. Their speaking, listening and writing skills are often weak, and whilst they can read and decode text reasonably effectively, the depth of their understanding of text they have read is more limited. A number of these pupils have been identified as having special educational needs. There is scope for setting precise and individual learning targets for those who are at the later stages of learning particularly in relation to widening vocabulary and the English language needed for higher order skills such as analytical and evaluative work.

7. Data analysis of progress and academic development of pupils learning English as an additional language is limited and the school has very limited data analysis by ethnicity. Data provided by the local education authority (LEA) from tests taken in Year 4 indicate some wide gaps between the attainment of different ethnic groups, those of Pakistani or Bengali heritage having some of the lowest scores. To a large extent this difference is due to the fact that many pupils within the lowest attaining ethnic groups are still learning English. It should also be noted, however, that pupils from minority ethnic groups are well represented within the highest achievers in the school. Some analysis provided by the school on the results of tests in 2004 for Year 6 pupils who had English language learning needs indicate good achievement in reading, mathematics and science but only satisfactory achievement in writing. Overall, though pupils learning English make generally good progress there is scope for sharpening the provision to promote further progress particularly with respect to some groups of older pupils at the later stages of learning English.
8. All the pupils with special educational needs are fully integrated into the school, including those who are withdrawn for specialist support. In these classes pupils achieve well and sometimes very well. In class, they achieve well when they have extra help and as well as their peers at other times. Pupils make good progress towards their individual education plan targets. Their achievements in literacy and numeracy are good as a result of the support they receive for their learning in lessons. The plans are reviewed regularly.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Levels of attendance and punctuality are satisfactory overall, although procedures to support their continued improvement lack rigor. Attitudes and behaviour are very good and have a positive impact on learning. Provision made for personal development is good and leads to a steady growth in maturity, personal values and effective relationships. Overall, pupils' personal qualities, including their spiritual, moral, social and cultural development are good.

Main strengths and weaknesses

- Attendance expectations and impact of poor attendance are not communicated well to parents.
- Pupils enjoy learning and are enthusiastic about the wide range of activities provided.
- Strategies to develop self-discipline and personal qualities are usually very effective.
- Relationships throughout are very positive ensuring pupils are confident and happy.
- Good opportunities to take responsibility lead to growing confidence and self esteem.
- All pupils with special educational needs have very good relationships with their specialist teachers, teaching assistants and the special educational needs coordinator.

Commentary

9. Attitudes to learning have improved since the last inspection and, together with behaviour, are a strength of the school. Pupils like coming to school, enjoy their lessons, show enthusiasm for practical activities and usually try hard. Many start at the school with insufficiently developed self-discipline and low levels of concentration. Strategies to manage their behaviour and engage them in learning are usually very effective, ensuring that over time they develop the personal skills to learn well. The school had no permanent exclusions during the last year and the number of fixed term exclusions is low. The one fixed term exclusion last academic year was for appropriate reasons.

EXCLUSIONS

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	72	0	0
White – Irish	3	0	0
White – any other White background	23	0	0
Mixed – White and Black Caribbean	15	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	28	0	0
Asian or Asian British – Indian	23	0	0
Asian or Asian British – Pakistani	51	0	0
Asian or Asian British – Bangladeshi	20	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	35	0	0
Black or Black British – African	17	1	0
Black or Black British – any other Black background	10	0	0
Chinese	5	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

10. Most pupils are considerate and kind to each other and show good levels of give and take. Relationships throughout are usually very positive. Pupils work well in pairs where needed and most listen to what others have to say without interruption. Contributions from their peers to assemblies during the inspection were valued and greeted with enthusiasm. In the playground

they usually socialise and play happily. There is little bullying or harassment and pupils say it is usually dealt with well, although some are still slow to 'tell,' particularly where it is verbal, mainly because they think it may be regarded as trivial. The school promotes its procedures well and seeks to involve parents wherever possible. In discussion with pupils they say that the incidence of bullying has reduced considerably over the last year. Racial harmony is good overall though one or two pupils complained of racial taunts from others.

11. The school has a strong emphasis on personal development for pupils with special educational needs. As a result, pupils have very good attitudes to learning and behaviour. Sharing and taking-in-turns are encouraged, especially in sessions where pupils are withdrawn for specialist support. In these sessions, pupils behave well, work in cooperation with others and have very good relationships with the adults. Pupils respond well to the challenges set and work hard to achieve their targets. They are included very well in lessons and are fully accepted.

12. Pupils respond well to the good opportunities provided for their personal development. They show pride in carrying out well the various roles of responsibilities they are given. Pupils value 'the friendship stop'¹ in the playground as a means of helping other people. Those who act as 'buddies' carry out their duties conscientiously when one of their peers needs support. Social skills develop steadily as they move through the years. The positive learning environment and value placed on their contributions to school life, for example in performing during assembly, raises self-esteem and results in growing confidence. There is a wide range of faiths and cultures represented in the school and pupils have a growing understanding of those that are different from their own. Pupils understand school rules and usually abide by them. Most understand that how they behave has an impact on those around them. Opportunities provided by the school for reflection, for example about how they respond to others and the value of peace in the world, result in growing awareness about themselves and the world about them. These contribute well to pupils' spiritual development.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.3
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.

13. Levels of attendance have risen over the last year and are now broadly in line with national averages. Although unauthorised absence is recorded as marginally below average holidays of more than two weeks in the school year have not been included in this figure. In an effort to reduce the impact of holidays on learning, the school has recently informed parents that, where more than two weeks are taken, their children are at risk of being removed from the school roll. It is too soon to judge the impact of this. The education welfare service (EWS) provides good support where attendance levels are below 80 per cent. Routines to monitor and improve attendance that is over 80 per cent but still unsatisfactory are not effectively established. Insufficient attention is given to raising parental awareness of expected levels and the impact on their children's learning where attendance is poor. The school does not analyse attendance by the many groups making up its' population as a means of identifying strategies to improve standards. Absence that is unexplained after the first day is followed up well. The large majority of pupils are punctual at the start of the day, although there is sometimes a delay in marking registers.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

¹ The 'friendship stop' is a specific, designated place in the playground where a child wanting as friend to play with can come and wait so others can offer to play with them.

The overall quality of education is good. Teaching and learning are consistently good throughout the school and promote standards effectively. There is good curricular provision throughout the school. Curricular provision is very good for pupils with special educational needs though needs developing for those with English as an additional language. Links with parents, other schools and the community are strong.

TEACHING AND LEARNING

The quality of teaching and learning is good. Assessment is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The quality of teaching and learning are consistently good.
- Pupils with special educational needs learn effectively because of good and very good teaching, both in lessons and when they work in small groups or individually outside the classroom.
- Teaching and learning support assistants provide very good support to pupils with special educational needs.
- Pupils with English as an additional language benefit from the overall good teaching in the school, especially from the good focus on speaking and listening and active involvement in lessons. However, activities are not always well enough matched to their needs.
- Assessment information is not sufficiently well used to promote learning especially in relation to able pupils and those learning English as an additional language.

COMMENTARY

14. The overall quality of teaching and learning are consistently good throughout the school. All lessons seen were at least satisfactory and close to a third were very good. There is no significant difference in the quality by key stage or by year group. Teaching and learning are good in English, mathematics and science. The quality of teaching and learning is also good in the foundation stage where some very good teaching was seen as well.

Summary of teaching observed during the inspection in 67 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfact ory	Poor	Very poor
2 (3%)	18 (27%)	36 (54%)	11 (16%)	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.

15. A good variety of methods are used to promote learning. Activities provided are well constructed to support learning. A good focus on active involvement of pupils in most lessons, often with hands-on and practical activities, promotes achievement well and goes a long way in particular to meeting the needs of pupils with special educational needs and those with English as an additional language. Teachers prepare their lessons well and identify clear and pertinent learning objectives which are shared with pupils. As a result pupils are usually fully engaged in learning and know what they are expected to do. In most lessons expectations are high. However, able pupils are not always challenged or stretched effectively enough. Behaviour management is often very good and expectations of behaviour are high. Classroom management is skilled and teachers expertly move around the classroom ensuring high levels of pupil engagement and work focused activity. There is good emphasis on encouraging pupils to develop their speaking skills in most lessons, and this is particularly helpful for those learning English as an additional language. Pace in most lessons is good.

16. Where lessons are satisfactory rather than good or better, pace tends to be a bit slow and activities not as stimulating or exciting. In some cases, as in religious education, teacher expertise is lacking to ensure development of sufficient depth of understanding.
17. All teachers for pupils with special educational needs know their pupils very well and motivate them to learn successfully. Where pupils are withdrawn for extra help, teaching is consistently good, and often very good. Creative and interesting learning environments are apparent. Pupils are stimulated to work hard and they make every effort to respond to the challenge. Suitable methods are used to ensure that pupils enjoy their learning. Very good relationships are obvious. Teaching assistants throughout the school make a very important contribution. Their work is invaluable. Assessment is used well by teachers to evaluate progress. Where pupils are working in class without extra help, teachers plan appropriate learning tasks to enable them to manage their work without additional support.
18. The quality of teaching for pupils with English as an additional language provided by specialist staff is satisfactory. Teaching in the nursery is good and pupils receive good bi-lingual support. As a result, they make good progress and achieve well. Pupils with English as an additional language in the rest of the school benefit well from the overall good class teaching and the good support provided by teaching assistants. Good focus on practical work and active involvement in lessons enables them to achieve well in most lessons. They also benefit from some good support from specialist teachers. Class teachers know their pupils well and use this knowledge effectively to help pitch lessons at the right level for most, including those with English as an additional language. However, many do not as routine plan for the individual needs of these pupils or provide different work to match more specifically identified needs. In addition, work provided by specialist staff does not always match needs. For example, in a Year 6 English lesson where a few pupils were withdrawn for additional support they were given the same activity as the rest of the year group. This proved too challenging and hence they made limited progress. In contrast, in a good lesson in Year 2, a specialist teacher skilfully targeted probing questions to pupils to help them develop their understanding of the story she had just read out loud and improve their competence in speaking and listening.
19. Assessment procedures are satisfactory overall. Systems for assessment are reasonably well developed in English and mathematics and satisfactory systems are in place for most other subjects. The school has considerable data and assessment information to draw from. However, this is as yet not used as effectively as it could be to support pupils' learning in lessons, and hence reduces the opportunities to raise achievement further particularly that of able pupils and those with English as an additional language. There is good analysis of data in relation to gender and good focus on identifying individual pupils who may be underachieving. Suitable action is taken to allocate additional support to those who are and class teachers are made aware of the pupils they need to focus on. Analysis of some data, in terms of identifying trends and patterns, is more limited, for example data relating to the achievement of pupils from minority ethnic backgrounds or those with English as an additional language.

THE CURRICULUM

Curriculum provision is good overall. The taught curriculum is very well enhanced through enrichment and extra-curricular activities. Accommodation and resources are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The curriculum is broad and well balanced. There is good variety and depth to planned activities.
- Curricular provision in the foundation stage is good. Activities for children are well structured and organised.

- Very good enrichment activities contribute well to pupils' personal development as well as their academic achievement.
- The structure of the timetable needs revision to get the most out of the school day.
- The curriculum for pupils with special educational needs provides them with good access to learning.
- Provision for pupils with English as an additional language is in need of development as is the provision for writing.
- There are weaknesses in the accommodation for ICT and the foundation stage.

COMMENTARY

20. A well planned, broad and balanced curriculum meets most pupils' academic and personal development needs well. There has been good progress in improving this provision since the last inspection and addressing the weaknesses identified in the last inspection report. The curriculum effectively meets the requirements of the National Curriculum and religious education. The national strategies for literacy and numeracy are well used to support pupils' learning though pupils in Years 3 to 6 do not engage in a wide enough range of literature or factual reading to support the development of their written work. Key skills could also be developed within more meaningful and imaginative writing activities. More opportunities need to be built into the curriculum for pupils to draft and redraft their writing to improve it. The programme for personal and social education is well integrated into the main curriculum. A wide range of extra-curricular and enrichment activities enhance provision very well. There is very good provision for sporting and musical activities. Themed weeks such as science week or cultural week, when the time-table is suspended, contribute well to cultural and social as well as academic development.
21. Curricular planning is well developed in terms of meeting statutory requirements and being structured for progressive development of skills, knowledge and understanding. However, it needs to be further refined to match more closely the varied needs of pupils though increasing use of setting by ability in English and mathematics for older pupils goes some way towards meeting the needs of different ability groups. In addition the school could make better use of the school day by re-structuring the timetable. Senior staff have already identified this as a development need.
22. Curricular provision for children in the foundation stage is good and ensures that there is a good balance between practical activities and more formal approaches to teaching and learning. It is well planned around the nationally recommended areas of learning and prepares children well for work on the National Curriculum. The foundation stage methodology is being extended well into Year 1 for those pupils who are not ready to start more formal learning.
23. The curriculum for pupils with special educational needs is very good and is well supported by teaching assistants in lessons. These pupils are clearly identified and individual plans are in place to support their learning. The special educational needs coordinator reviews the curriculum annually. Pupils whose reading ages fall below their peers are given special help. Where appropriate, separate curriculum provision occurs in literacy and numeracy. Pupils are carefully allocated to teaching groups and there are clear timetable modifications to ensure that pupils with special educational needs have access to a broad and balanced curriculum.
24. There are a number of weaknesses in accommodation though overall it is satisfactory. The library and the ICT suite are small for a school this size. This particularly restricts pupils' access to computers as only half a class can use the ICT suite at any one time. Hence teachers plan work for the other half of the class which is then taken by support staff, usually in the library. As a result, pupils do not make as much progress in the long term as their time in the computer room is curtailed though they work very well in lessons. The work in the library is well planned and well managed by teaching assistants, though very occasionally the

work lacks structure and pupils are poorly managed. Resources are on the whole good. Staffing is satisfactory. The most significant weakness in accommodation is the lack of a purpose built early years unit. Currently the reception classes and the nursery are at either end of the school making effective liaison and collaboration difficult to achieve.

25. The curriculum provided for pupils with English as an additional language is underdeveloped and there is much room for improvement. Whilst teachers receive lists of the various stages of English language learning of pupils in their classes, a sufficiently structured or co-ordinated approach to the support they need to provide for these pupils is lacking. Specialist teachers are targeted to support pupils at the earlier stages of learning English and this enables these pupils to improve their English, especially those who are beginners. However, there is no specialist support to those at the later stages of learning English, some of whom need this support to access higher level English language. Pupils are mostly supported in class and withdrawal is used judiciously but there is no detailed planning or structure to the curriculum pupils follow when they are withdrawn. Class teachers do their best and allocate general teaching assistants effectively to support pupils. However, there is limited adjustment to the curriculum that pupils supported in class receive. The current good focus on speaking and listening across the whole school and the effective use of national literacy and numeracy strategies enable pupils learning English to make at least satisfactory, and usually good, progress despite shortcomings in curricular provision.
26. The school is developing its provision for gifted and talented pupils. Whilst there are some good opportunities for supporting their attainment and progress, able pupils are not always challenged enough.

CARE, GUIDANCE AND SUPPORT

Arrangements to promote the welfare, care and protection of pupils are good. They receive satisfactory support, advice and guidance. Pupils' opinions are suitably valued and the school is taking satisfactory steps to extend opportunities for them to contribute their views.

Main strengths and weaknesses

- There are thorough procedures to promote a safe working environment.
- Staff training in child protection procedures is overdue.
- Staff know pupils well and have their confidence.
- Provision for personal guidance and support is planned well.
- Pupils' understanding of their own learning and how to improve is inconsistent.

Commentary

27. There are good arrangements to secure the care and protection of pupils. They are well supervised in a secure environment. Procedures to ensure a safe environment are in place with risk assessment procedures attached to all aspects of the school's work. There is a suitable number of staff trained to deal with first aid emergencies. Equipment and appliances used by the school are inspected for safety regularly. Suitable consideration was given to safety procedures in lessons observed during the inspection. Members of staff know individual pupils well and positive relationships usually enable them to confide their concerns. There is a trained person with overall responsibility for child protection. Staff know who this is and that concerns should be reported promptly. The school is aware that staff training in this area needs to be updated urgently and that all staff should revisit procedures regularly. Arrangements are in line with local guidance for child protection and the school is prompt to refer concerns to support services where needed.

28. The school provides very well for pupils with special educational needs. Up-to-date training and information are available and this includes the teaching assistants. The school is very inclusive of pupils with special educational needs who are well cared for.
29. During the last year the school has audited where various aspects of personal guidance are provided and ensured that, with circle time, there is a well-rounded and coherent provision covering all the expected areas including citizenship skills. The progress pupils make in their personal development is monitored informally by their teachers who know them well. The programme of assemblies is planned well to provide personal guidance about a range of suitable issues, for example bullying and the need to reflect about how our actions impact on others. Support and guidance for pupils with behavioural difficulties is usually very effective ensuring a positive learning environment. The school seeks support for individual pupils from a wide range of support services where the need is identified. Although there is a good range of suitable additional activities provided for the most able pupils, lessons are not always planned to ensure they are provided with the challenge they need. There is some good diagnostic marking in English and science that helps pupils to understand how to improve. In other subjects this is less consistently effective. In English and mathematics pupils know where they must focus their efforts from the individual targets written in their books. Elsewhere target setting is less consistently effective. Specialist teachers who work with pupils with English as an additional language have a clear sense of the next steps in English language learning but these are not shared widely enough. There are no individual learning plans for pupils learning English as an additional language. Pupils starting at the school in the middle of the school year receive good information and support. Arrangements at the time of transfer to the next phase of their education are planned well to minimise interruptions to learning.
30. During the last school year pupils were surveyed about what improvements they would like to see to their playground and school council members visited other local schools to obtain ideas. New members for the current year are keen to carry on with this work. They expect to do a presentation about it in an assembly when decisions have been made. The school council provides a suitable foundation for consulting pupils when a consistent method of gathering and putting forward the views of their peers is established. Pupils in Reception and Year 1 are not represented. Individual pupils are usually confident about expressing their views and that staff will listen to what they have to say.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The partnership between the school and parents is very good, in particular information about children's progress. Very good links with the community and other schools enrich learning and extend opportunities for personal development.

Main strengths and weaknesses

- Children's progress reports are written very well with ample opportunities for consultation.
- Some parents who work feel they miss out on some information.
- The school makes very effective use of the local community to enrich learning.
- Links with other schools are used very well and benefit both staff and pupils.

Commentary

31. The school has developed a very positive relationship with its parents. A recent survey highlighted areas for improvement, such as staff accessibility, and the school has taken steps to meet their needs. Parents have been consulted about some of the schools' policies under review, for example Race Equality. Annual reports about their children's progress provide a very good evaluation of how well they are doing, particularly in English and mathematics. Targets for improvement are usually specific and enable parents to understand how they can

support their children's learning at home. Consultations with teachers each term provide an opportunity for parents to keep track of progress throughout the year. Attendance at these is very high. When problems are identified staff seek to involve parents in finding a way forward, for example in working towards changed patterns of behaviour. Parents provide good support in and around the school on a regular basis and some help with the various clubs provided. The prospectus, governors' annual report and newsletter each half term provide effective information about provision, expectations, performance and school news. A few working parents feel they miss out on some of the regular information, for example weekly menus for the nursery, and would like to explore how this problem can be overcome. The school organises a curriculum evening for all parents about what their children are being taught for the year followed by forecasts of work to be done at the beginning of each term. There is good support for parents who have English as an additional language with the opportunity for weekly classes.

32. Parents of pupils with special educational needs are very well involved in their education. Regular contacts give parents good knowledge of procedures and events. Individual education plans are discussed with parents at parents' evenings and these plans are reviewed every term. Parents are invited to contribute to the individual education plans. The school has close links with a local special school and this enables one pupil to go there once a week for specialist education.
33. The school is highly aware of the value of the community and makes very good use of its facilities to enhance learning and personal development. The expertise of individuals within the community, for example from major world faiths, enhances pupils' classroom learning. Support agencies are used very well to raise awareness about safety and health issues. The school makes regular use of local sports provision, museums and other facilities that support learning. A wide range of retailers provide very effective support with fund raising, transport, competitions and prizes.
34. The school has an impressive range of links with other schools and its facilities are used very well by community groups. There is active involvement in a range of groups from local schools, for example for mutual support in subject areas, healthy eating, drugs awareness, a reading project, and excellence in cities. Links with a local college provides good support for parents, for example with family learning taster sessions, English as an additional language and work in integrating communities. The school liaises very well with secondary schools to ensure suitable information is transferred when pupils move on to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher and deputy headteacher work very well together and provide very good leadership. Governors fulfil their responsibilities well. Other staff in management positions provide good leadership overall and the management of the school is good.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher provides a very clear direction for development and has set up good structures to support improvement.
- Governors provide good support to the school and fulfil their roles well.
- The roles of co-ordinators in monitoring and evaluation are well developed.
- Provision for special educational needs is very well led and managed and in particular the work with parents of children with special needs.
- Leadership and management of the provision for pupils with English as an additional language need to be developed further.

COMMENTARY

35. The headteacher is well respected by staff, governors and parents and provides very good and very well informed leadership. She has a detailed understanding of what needs to be done to improve and has established a strong sense of common purpose amongst staff and governors. As a result, a wide range of initiatives are in place to address shortcomings and these initiatives are well articulated in the school improvement plan.
36. The deputy headteacher provides very good support to the headteacher. Together they make a strong team which provides a very good steer to the work of the school. The school is well organised and staff are clear about their roles and responsibilities. Delegation of responsibilities is well managed by the headteacher and performance management well used to develop staff and their roles. Subject leaders provide good leadership of their areas providing good support to their colleagues. They are involved in regular monitoring and evaluation of the work in their areas and in implementing initiatives to support improvement and raising attainment. Phase co-ordinators are also effective in their roles. Whilst subject leaders, phase co-ordinators and senior staff pay good attention to data analysis by age and by gender, most are at the early stages of drawing out analysis by ethnicity or stage of English language learning.
37. Governors are well informed about the school and its work and hence have a clear understanding of its strengths and weaknesses. They carry out their responsibilities well and ensure that statutory requirements are met. There is a clear and effective committee structure which enables governors to manage their responsibilities well. Individual governors are also linked to different subjects or areas of the school to enhance their understanding of the organisation and its work. The governing body provides a good sounding board for the school as well as holding it to account for the standards achieved and the quality of education it provides. Governors have good oversight of finances and ensure that these are directed towards educational priorities. They pay good attention to establishing a race equality policy and reflect the multi-racial, multi-lingual and multi-faith nature of the school. However, their monitoring needs to include the achievement by ethnicity and the progress made by pupils with English as an additional language.
38. The leadership and management of the provision for pupils with English as an additional language need to be further developed. Whilst the school management and governors are keen to ensure that all pupils do well, the monitoring arrangements for evaluating the progress and the quality of provision for pupils learning English are underdeveloped. The two specialist teachers who support pupils learning English provide useful information to staff on English language competency of pupils in their classes and organise and target support. However, class teachers' general awareness of how to use this information is limited. The range of support provided by class teachers, specialist teachers and teaching assistants, though often good, is not rigorously enough structured or co-ordinated to ensure that pupils with English language learning needs make consistently good or better progress.
39. Leadership and management of the work with pupils who have special educational needs are very good. The special educational needs coordinator is highly skilled and very experienced and provides very good support to all staff. There are clear plans for further development of an area which is already a significant strength of the school.

FINANCIAL INFORMATION

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	Balances (£)
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Total income	1,500,547
Total expenditure	1,462,858
Expenditure per pupil	3585

Balance from previous year	99,661
Balance carried forward to the next year	137,350 ²

40. The school's finances are well managed and funding is well directed at educational priorities. Good attention is given to the principles of best value: the school makes effective comparisons of its performance against that of other, similar schools; it challenges itself to improve using self-evaluation well to identify weaknesses and to set challenging targets; it is increasingly involved in consulting parents and pupils and it is prudent in its spending decisions. Funds for pupils with English as an additional language and those with special educational needs are appropriately allocated. Taking account of the school's rate of expenditure, and given the good achievement and the somewhat challenging contextual factors, the school is judged to provide good value for money.

² The carry-over is high partly because it includes some committed expenditure and partly because the school is bolstering its finances to deal with the falling roll.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the nursery and reception classes is good and the children are given a first rate start to their life in school. Children achieve well because they are taught well.

Children enter the nursery in the term after which they become three. Attainment on entry to the nursery is well below average, particularly in communication, language, and literacy development. Teaching and learning are good and promote good levels of achievement, especially with children who start school with limited literacy and numeracy skills or do not yet speak English. This coupled with the good curriculum, where teachers emphasise the development of language, social and independence skills and physical development, means that children are well prepared for reception. Children continue to do well in reception because the teaching is good and activities are well matched to their needs. The provision is well managed overall and children's progress is carefully monitored. This means they are likely to reach the expected standards in most areas, except for language and mathematical development. Accommodation is satisfactory but the distance between the nursery and the reception classes make integration and transition difficult. However, there are exciting plans for new accommodation though currently no funding in place to realise them.

There has been good improvement since the previous inspection as standards have been maintained and the outside areas vastly improved.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- From a low base, very good achievement means that children are on track to reach the standards expected for their age at the end of reception
- Very good teaching and the very good emphasis placed on the development of personal and social skills, particularly for those children with special educational needs and those who do not speak English at home, contribute well to children's achievement.
- All children respond very well to the expectation that they will behave sensibly and attitudes and behaviour are very good.

Commentary

41. From their first days in nursery, children are expected to take responsibility by recognising their name card as they arrive and hanging up their coats. Staff promote children's awareness of social and personal responsibility by inviting the children to choose from a wide range of exciting activities and encouraging them to work with their friends. Numerous examples were seen where the children work unsupervised, behaving sensibly and sharing resources. For example, children fill containers with sand and water, managing not to spill much on the floor. Children eat their lunch in a mature manner and these important social skills begin in the nursery. All adults provide very good role models for children and treat them with a very high degree of courtesy and respect. This gives a very strong message to the children so that they begin to understand how to behave and what is expected of them. As time goes on, children develop their personal and social skills to such an extent that they have a secure knowledge of how to behave and they achieve well in relation to their capabilities. When '*Tidy –Up – time*' is called, they respond with great enthusiasm and willingness to help, stowing away items energetically. Everything is clearly labelled so they know exactly where to put things away.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning is good overall and staff provide many opportunities for children to develop these skills
- Children are encouraged to have a love of books.
- The use of information and communication technology and the library adds an additional dimension to both the teaching and learning and helps to raise standards.
- More could be organised to extend the learning of the more able children and in particular for those children who are at an early stage of learning English.

Commentary

42. Most children are not likely to reach the nationally defined learning goals by the end of reception. However, they achieve well. Emphasis is placed on speaking and listening from an early age and this contributes positively to the standards attained, as most children enter the nursery with well below average English language skills. For example, children in the nursery share books together, listening to each other's ideas. They talk about winter, learning what clothes to wear. Older children in the reception have ample opportunities to share books and they are learning to recognise initial sounds and talk about their favourite texts.
43. A writing area, both inside and outside, with a wide range of mark-making tools, blackboards and the use of word processing encourages the development of writing skills. The ethos of the area leads to much imaginative play - for example, children were initiating role play about *The Runaway Chapatti*.
44. Children are encouraged to take books home and share them with their families. However, teachers' planning does not take sufficient account of the needs of different groups of children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults take every opportunity to develop mathematical understanding and, as a result, children achieve well, however, as they start from a low base they do not fully meet the expected goals by the end of reception.
- The good ratio of adults to children helps them to make good progress.

Commentary

45. Teaching and learning are good overall. Adults take every opportunity to develop the children's mathematical skills. In the nursery, adults question children whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. For example, during registration sessions, children count the number present. Children learn to identify shapes when looking at books as adults question them. They learn to sequence the days of the week as they complete the calendar each day. During the inspection, the teacher asked the children to count the number of *chapattis* they had made and record this on a sheet.

46. In reception children make good progress in number recognition because staff work with them in a small group to play a game or use numbers when cooking, to reinforce this aspect of learning. The high quality of this adult support helps them to recognise numbers in an enjoyable way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- First-hand experiences and good teaching mean that children enjoy finding out for themselves in this area of learning; as a result, they achieve well and are on course to meet the goals expected by the end of reception.
- Provision for information and communication technology is good and children reach good standards in technological skills.
- The teaching of religious education does not relate enough to the Locally Agreed Syllabus for reception-aged children.

Commentary

47. A wide variety of activities help children to learn about the natural world. For example, children feel the flour, salt and use Indian cooking utensils when making *chapattis*. They take care of plants in the garden and develop well their knowledge of the characteristics of different materials through their play with sand, water and play dough. Children learn about the best materials to use for building. They have ample opportunities to use construction materials.
48. Very good use is made of the technological resources and children easily manipulate the mouse to find the tools for Bob The Builder. They direct a programmable robot and remote control car with confidence and ease.
49. Children learn about different festivals but planning for religious education does not clearly relate to the requirements of the Locally Agreed Syllabus for the older children.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well and are on course to reach the goals expected by the end of reception because there are many opportunities to develop their skills.
- Good use is made of the outside play areas to develop gross motor skills.
- Teaching is very good.

Commentary

52. Children have very good opportunities within and outside to develop their co-ordination. The very good range of outdoor equipment is well used to climb, balance and slide. Tyres for jumping and bars for somersaults help to develop their skills of co-ordination and movement. Large wheeled toys and barrows are handled competently and children handle balls and small equipment to develop their manipulative skills. Children knead and roll dough. They learn how to squeeze pots of dye to enable just the right amount to drop out or carefully pour milk for their milkshakes.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- There are good opportunities for imaginative role play.
- Teaching is good and children achieve well.
- Opportunities in art and music are good and support creative development well.

Commentary

53. Children's development is strengthened through stimulation in art and design, music, dance and imaginative role-play. They are likely to reach the expected early learning goal by the end of the year and achieve well.
54. The environment makes full use of a wide range of experiences and resources to enrich the children's learning. For example, role play areas based on The Home and Cooking settings all help to stimulate the imagination. A wide range of activities on offer that the children can respond to by using different senses. Children enjoy singing a range of well-known songs and making their own music in the outdoor area.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Good and very good teaching enables pupils to achieve well in lessons and make good progress in the subject.
- The use of the literacy hour is making a positive contribution to raising standards in English.
- Pupils display positive attitudes to work and wish to learn.
- Pupils do not use re-drafting skills to improve the overall quality of their written work.
- Key skills could be developed within more meaningful and imaginative writing activities.
- The chance for pupils to read a wider range of literature and factual materials would give them the chance to write for a wider range of purposes and in different styles.

Commentary

55. Attainment upon entry into Year 1 in all areas of English is below average, with a significant number of pupils with special educational needs and those for whom English is an additional language having well below average English skills. As a result of good teaching, pupils in Years 1 and 2 make good progress in the subject and achieve standards in line with expectations for their age by Year 2. Standards in the 2004 National Curriculum tests for Year 2 pupils were above the national average and well above the average of schools with a similar intake.
56. Pupils sustain good progress in Years 3 to 6, though a number of pupils with special educational needs and English as an additional language find the increased demands of the English curriculum somewhat challenging. Standards by Year 6 are nevertheless in line with national averages, though attainment was below the national average in the most recent National Curriculum tests, and below average when compared to similar schools. Mobility of pupils has an adverse impact on test results. The better attainment seen during the inspection is due in part to focused work on improving writing skills and partly because of differences in cohorts between the current Year 6 and those who took tests in 2004.
57. Good support for pupils with special educational needs enable them to make good progress and achieve well. Pupils with English as an additional language receive good support from teaching assistants and benefit from the overall good teaching in the subject. However, class teachers do not routinely ensure that they identify support for these pupils in their planning or provide work to match their needs when specialist teachers are not available. However, these pupils mostly achieve well because of teachers' general good support to all in lessons and the positive learning environment in the school. The good focus on developing speaking and listening skills aimed at all pupils has a beneficial impact on pupils learning English as an additional language.
58. Pupils in all years are good listeners, with pupils in Years 1 and 2 being given regular chances to talk both individually and in groups about the activities they are involved in. There are continued opportunities for pupils to develop their oral skills in Years 3 to 6, with regular chances for pupils to engage in role-play activities both within English lessons, other areas of the curriculum and in assemblies, in order to extend their oral skills. Despite this very good provision a number of pupils still have a limited vocabulary, lack confidence in their abilities and are reluctant to make to make an active contribution to oral activities. Standards in speaking and listening skills are average overall by Years 2 and 6.

59. Phonic and word-building skills are well taught in Years 1 and 2, with the structured reading scheme adopted by the school being used to good effect to develop reading skills in Years 1 and 2. Pupils in Years 3 to 6 are given the chance to read a satisfactory range of literature, with silent and guided reading activities being used well to develop technical and reading comprehension skills. Standards in reading by Years 2 and 6 are average with a number of more able pupils displaying high order reading skills for their age.
60. Writing skills are above national averages by Year 2. A number of more able pupils arrive in Year 1 with the ability to string short sentences together in order to write about events in their lives. In contrast to this a number of pupils, in particular those with special educational needs and English as an additional language, are at a very early stage in the development of their writing skills. Teachers in Year 1 and 2 address this issue by giving pupils the chance to develop a range of basic English skills, appropriate to their age, before using them in an interesting range of writing activities.
61. Teachers in Year 3 to 6 continue to give pupils the chance to develop the basic skills of spelling, punctuation and grammar, though occasions were observed where these activities were developed within isolated exercises, rather than meaningful writing activities. With the exception of Year 6, the majority of writing activities come about as a response to literature, with too few chances for pupils to explore factual materials, and to consider how written language can be used to convey information in different forms and styles, and for different purposes. Although pupils plan their work well, they rarely re-draft their written work in order to improve its content, style and the use of more imaginative language. As a result of these factors, standards in writing are close to average but not quite as good as in speaking, listening and reading.
62. The quality of teaching is good, with some very good teaching being observed. Lessons are well planned, organised and managed. Pupils are provided with a range of activities which respond to their needs and abilities, though lessons were observed where the most able of pupils could have been challenged further and hence achieved more. Evidence from lessons and pupils' written work indicates that the use of the literacy hour is making a positive contribution to raising standards in the subject, though some teachers interpret and apply it in an inconsistent manner. Teachers regularly mark and correct pupils' written work, though pupils do not correct their own work, with lost chances for pupils to learn through their own mistakes.
63. Leadership and management in the subject are good and there are good procedures in place to monitor and evaluate the work of the school in English. The subject leader has a good understanding of the current provision for the subject, and has introduced a number of strategies in order to raise standards in English. The school uses a satisfactory range of procedures in order to assess and monitor pupils' progress and attainment over time and to provide them with individual targets for improvement. Overall standards in English have improved since the last inspection.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

64. Pupils' skills in literacy across the subjects of the curriculum are satisfactory. ICT and word-processing skills make a useful contribution to the development of pupils' writing skills. Pupils are given the chance to develop their literacy skills in other areas of the curriculum, with some good examples of extended writing being observed in history. However, more use could be made of opportunities in other subjects to develop pupils' writing. Use of speaking and listening are also developed well in subjects across the curriculum and these contribute well to the development of pupils' oral skills.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils' enthusiasm and attitudes are very good and contribute well to pupils' good achievement.
- Provision for pupils with special educational needs is good though higher-attaining pupils are not consistently challenged.
- Leadership of the subject is good.
- The overall quality of teaching and learning is good though pupils with English as an additional language are not clearly targeted in lesson plans.
- The use of information and communication technology needs to be developed further and insufficient attention is given to data handling.
- Parental support in helping with number work is good.

COMMENTARY

65. Year 2 National Curriculum test results in 2004 were above the national average overall. The proportion of pupils gaining the expected level, Level 2, or above was in line with the national average whilst the proportion gaining the higher level, Level 3, was above the national average. This represented very good achievement from a below-average attainment on entry. Year 6 National Curriculum test results in 2004 were in line with the national average and the average of similar schools. Achievement appears to have been satisfactory, but when the mobility of pupils is taken into account, achievement was better.
66. By Year 2 most pupils have developed sound mental arithmetic skills. They attempt different ways of adding and subtracting. They are becoming aware of larger numbers. They cover the aspects of the National Numeracy Strategy appropriately, including problem-solving and applying mathematics to everyday situations. By Year 6 most pupils have a good understanding of the four rules of number and apply these in a variety of situations. Pupils use long multiplication and division, change fractions to decimals, recognise two-dimensional and three-dimensional shapes and calculate perimeter and area of simple and compound shapes. There are good opportunities to use problem solving to enable them to see the value of mathematics in everyday life. Development in data handling is limited by insufficient opportunities.
67. From inspection evidence, standards in Year 2 and Year 6 are in line with national averages. From the work scrutiny and lesson observations, pupils' achievement is good across the school. There are no significant differences between the performance of boys and girls.
68. The quality of teaching and learning overall is good, with three lessons seen where teaching was very good. Teachers have good subject knowledge and teach with confidence. They consistently insist on high standards of behaviour and this produces a good atmosphere conducive to learning. They use a variety of opening activities to the lessons and these are well taught at a good pace. All pupils are encouraged to take part and achieve. Teachers use a good variety of teaching methods and these help to engage pupils and make learning a positive and enjoyable experience. Different resources are used well in helping all pupils understand the work and the practical and interactive approaches to learning encouraged by teachers benefit in particular pupils with English as an additional language and those with special educational needs. Work is clearly planned to meet the differing needs of pupils and this results in good learning. Pupils for whom English is an additional language are not always clearly targeted in the lesson plans. In some lessons teachers are not aware of how many

such pupils are in the class, nor their level of English acquisition. However, good class teaching and good support to individual pupils by class teachers or support staff compensate for this weakness to some extent and ensure that pupils learning English are able to make reasonably good progress. Provision for pupils with special educational needs is very good. Teaching assistants are very well used to work with either individual pupils or with small groups. Consistent provision for higher-attaining pupils in all lessons is lacking.

69. Assessments in the lessons are not always clearly identified. Pupils have learning targets in their books, some of which are year-related targets, while others are individual targets. Marking of work is not always consistent. Pupils are not always given clear guidance as to how they can correct or improve their work further.
70. Pupils gain new knowledge and understanding and skills and they apply themselves very well to their work. They have very positive attitudes and these are seen in class relationships, both between pupils and between pupils and adults. Pupils are gaining in confidence at working on their own but they also learn to work together. They are keen to learn and, in one lesson seen, to challenge their teacher in a number sequencing problem. Pupils are very interested in all aspects of the subject and are increasing in confidence and self esteem. As a result, their learning is enhanced and good achievement promoted.
71. Leadership and management of the subject are good. There is a clear vision for the subject development and an enthusiasm to raise standards. The subject leader offers good support to all staff. She analyses test results very thoroughly, though not yet by ethnicity, and goes through a mid-year monitoring of every pupil with the class teacher. The action taken in following up this monitoring needs to be more clearly developed and focused. The subject leader has a team of mothers who come into school in the morning or after school to help targeted pupils with their number work. Strengths and weaknesses have been clearly identified and further monitoring and evaluation will help to address these priorities. Since the last inspection there has been sound improvement in mathematics.

MATHEMATICS ACROSS THE CURRICULUM

72. The use of mathematics across the curriculum is satisfactory. For example, in a physical education lesson, pupils were asked to recite their nine times table forwards and backwards as they got changed. In an art lesson, pupils were asked to look at three-dimensional containers. In information and communication technology, pupils were effectively creating spreadsheets, including putting in formulae. This application needs to be more developed across all subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and most reach the expected standards by Years 2 and 6.
- The curriculum is well organised so that scientific skills are developed effectively.
- Pupils are keen, behave well and enjoy the practical activities.
- There is good enrichment to the curriculum.
- There is limited challenge or extension work for the more able pupils.
- Pupils for whom English is an additional language require greater additional support.
- The use of information and communication technology could be developed further.

Commentary

73. The results of national tests in 2004 for pupils in Year 6 were in line with the national average. They were above the average of similar schools. Apart from a dip in 2003, when they fell to below average, results have been in line with national averages over the past four years. The results of teacher assessments for Year 2 pupils in 2004 indicated that standards were above average.
74. All pupils achieve well in science because of a well-organised curriculum which has a strong emphasis on practical activities. Current standards are in line with national averages by Years 2 and 6. There has been good improvement in attainment since the last inspection. The emphasis on practical activities to enhance knowledge and skills was evident in lessons on the properties of materials, evaporation and condensation and, imaginatively, on designing an umbrella using the most functional materials. These practical activities involve pupils well in their learning, engage their interest and motivate them to work hard. In particular, the practical nature of the work supports well the learning of pupils with special educational needs and those learning English as an additional language.
75. The quality of teaching and learning is good. Pupils are keen to learn about science and to get involved with practical activities. This means that they behave very well and make good strides in their learning. In the best teaching, pupils were engaged quickly and probing questions were used to develop good depth of understanding. There is a very strong emphasis on key vocabulary and pupils are encouraged to explain the reasons for their ideas and suggestions, with good opportunities to extend speaking and listening. The emphasis on speaking and listening is particularly beneficial to the learning of pupils with English as an additional language. Assessment is at an early stage and marking is inconsistent. Some is detailed and helpful, but most does not help pupils understand how they can improve or set future targets.
76. Suitable use is made of pupils' writing skills and good use of mathematical skills, such as creating and analysing tables of data. The work is recorded in a scientific way, and pupils develop a good range of skills, although there are not always enough opportunities for the more able pupils in particular to plan their own scientific investigations. There is good co-ordination and the subject manager monitors the books and analyses the test results to see how standards may be raised further. However, greater consideration should be given in planning to the needs of those pupils for whom English is an additional language. For example, teachers rarely set different work or use different, more varied, resources to match to the individual learning needs of pupils learning English.
77. There is good enrichment to the curriculum through the grounds, visits to museums and Science Week and these support pupils' achievement well. There is limited use of the library and information and communication technology to support the learning in science even further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well because of consistently very good quality teaching.
- Improvement since the last inspection has been very good.
- The resources and accommodation for ICT limit the extent to which pupils can achieve.
- Teaching rarely provides a range of different activities to match different abilities and needs.
- The area is well led and managed.

COMMENTARY

78. Despite limited computer resources, pupils achieve well in this area and standards are above average by Years 2 and 6. This is due to very good teaching and learning and is a significant improvement from the time of the last inspection when they were below average. Pupils have a good understanding by Year 2 of how to log on, load relevant programs and manipulate the keyboard and mouse. Most pupils in Years 1 and 2 are developing good skills in finding out and communicating information using computers. By the time they are in Years 3 to 6, they are avid explorers of facilities offered by programs they are using. Most pupils demonstrate good levels of curiosity and have the confidence to explore new programs or websites. As they move through the school, their skills of presentation become more sophisticated and data handling skills reflect good maturity of ideas.
79. Teachers plan lessons well identifying clear and well-focused learning intentions. They have good levels of confidence in using the technology and steer pupils' learning well so that new skills and ideas are systematically developed. In all but the youngest year groups, only half the class is able to use the ICT suite and teachers plan work for the other half of the class taken by learning support staff in the adjoining library. This arrangement works well in most cases, though occasionally the work of pupils in the library is not effectively managed or planned. The main drawback is that pupils do not have sufficient time in the suite to complete extended pieces of work. Hence though they often make rapid progress in the short time they are using computers, over the long term this level of progress is not sustained.
80. Work in the suite is well linked to other subjects of the curriculum. For example, a Year 6 lesson on spreadsheets was usefully linked to a mathematics topic on areas and perimeters. Some teachers group the two halves of their classes by ability and this supports well the needs of able pupils in particular. However, where both halves of the class using the suite are mixed ability, it is rare to see different work to match differing needs. There is rarely any specialist support for pupils learning English as an additional language and any support is provided either by the class teacher or by general teaching assistants. Whilst most pupils with English as an additional language make similar progress as others and achieve well, very occasionally they do not manage to get enough work done. Pupils with special educational needs achieve well.
81. The area is well led and managed. Monitoring and evaluation are well developed and class teachers well supported by the subject leader. Improvement since the last inspection has been very good, despite limited resources still. All National Curriculum requirements are now met and standards are much improved.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

82. Pupils' skills in using ICT in subjects across the curriculum are good. Pupils access programs and manage basic tasks well. They have good knowledge of the keyboard and use the mouse effectively to access facilities they need. Whilst ICT is used to support learning in most subject areas, limited computers and the small size of the suite mean that pupils have limited opportunities to make extensive use. Resources such as digital cameras are used very well by pupils and staff.

HUMANITIES

History was the focus for humanities study this term and was inspected in depth along with religious education. One lesson of geography was observed during the inspection. It is therefore not possible to make a secure judgment on the progress pupils' make in geography, and the standards they achieve by Years 2 and 6.

GEOGRAPHY

83. The single lesson in question, in Year 6, was well planned and organised, with pupils being given the chance to engage in simple research activities in the library as they gathered information on mountain ranges. The teacher provided pupils with the chance to develop satisfactory mapping skills as pupils identified mountains around the world, with the most able of pupils calculating their heights by using a colour coded key. Teachers planning documents indicate that pupils are given the chance to explore all the required topics of the National Curriculum for geography. Pupils take part in field trips to support their studies with the two residential trips for pupils in Years 3 and 6, providing opportunities for pupils to develop their geographical skills and to draw comparison between Tooting and other areas of Great Britain. With the chance for pupils to consider the geographical features and the lives of people around the world the subject makes a useful contribution to pupils' social and cultural development.

HISTORY

The provision for history is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Good teaching in the subject results in good learning.
- Teachers use resources in an effective manner to extend pupils' learning, knowledge and understanding.
- Pupils enjoy their history lessons and wish to learn.
- The school provides a good range of visits to museums and places of historical interest to support pupils in their learning.
- Pupils' work in topics could be reported in more depth and using a wider range of writing formats.

COMMENTARY

84. Standards at the end of Year 2 are in line with national averages and pupils' achievement is good across Years 1 to 2. Only one lesson was observed in the infant department with pupils in Year 2 developing a good understanding of cause and effect as they focussed on the events leading up to, during and after The Great Fire of London. The lesson really came to life as the Year 2 pupils moved into the playground in order to engage in an enthusiastic re-enactment of putting out the great fire, complete with buckets of water. Scrutiny of a limited amount of pupils' work indicates that pupils make good progress in their knowledge and understanding of key figures and events in history, and come to a clear understanding of changes over time, both in their own lives and history in general.
85. Standards are above national averages by Year 6 and pupils achieve well. Pupils in Year 4 could be seen to developing a good understanding of Tudor history as they considered the life of Henry VII and his six wives. Through the good use of '*hot seating*' activities, with pupils responding in character to questions asked by the rest of the class, they developed a good understanding of the political background to his marriage to Anne of Cleaves and the reasons for its breakdown. Pupils in Year 5 could be seen to be developing some understanding of the ideas of influential philosophers in Ancient Greece, and how they still impact on contemporary thinking. Pupils in Year 6 displayed a good understanding of rationing during the Second World War. As with other lessons the success of the lesson owed much to the teacher's good use of resources to promote pupils' learning, knowledge and understanding, as they handled measured foodstuffs that would be available to people during the war.

86. Examination of teachers' planning documents reveals that pupils are given the chance to explore all the required topics of the National Curriculum for history. However, a scrutiny of pupils' written work indicates that topics they have explored could be recorded in greater depth using a wider range of writing though there are some examples of good extended written work. These include pupils producing Ancient Greek plays and writing letters from Henry VIII to the father of Anne of Cleves about the subject of divorce. The well structured approach to written work in these instances enables pupils to demonstrate strong and mature understanding of complex issues such as marriage and divorce. Despite limited regular opportunities for writing, pupils do well overall in the subject in Years 3 to 6 and effectively extend their knowledge and skills of historical enquiry.
87. The quality of teaching in history is good, with some very good teaching being observed. Lessons are well planned and organised with, as already stated, teachers using resources and artefacts in an effective manner to promote pupils' learning. Opportunities are given for pupils to develop independent learning skills as they gather information from the school library and the World Wide Web. Pupils enjoy their history lessons and display positive attitudes to work.
88. Pupils are given the chance to visit a number of places of historical interest to support them in their learning with trips to Hampton Court, Greenwich, the Victorian and Albert Museum and the Imperial War Museum. These visits make a useful contribution to pupils' learning, and their understanding of the related history topics being studied.
89. Leadership and Management are good, with the subject leader having put into place a good range of documentation to support teachers in the delivery of the subject. With the chance for pupils to consider and explore the changing nature of British society and ancient civilisations from the past, the subject makes a positive contribution to pupils' social and cultural development. Standards and achievement in the subject have been improved substantially since the last inspection. Hence improvement since then is good.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Aspects of religious education are well delivered through assemblies which encourage spiritual development and teach pupils to respect others and be respected.
- There is good promotion of self-esteem and care for others.
- There is not always a clear record of pupils' work.
- Work is not assessed regularly so pupils know how to improve their work.
- There are relatively few visits to or visitors from faith communities other than Christianity and Islam.

Commentary

92. Teachers put a lot of effort and thought into the weekly lessons. Children enjoy grappling with ideas and building their own beliefs. A good range of topics covers the major religions and the way that religion brings meaning and purpose to human lives, often helped by teachers using Muslim or Christian children as '*my experts*'. All children make satisfactory progress, and most reach standards that are expected by the locally agreed syllabus by Years 2 and 6. Achievement is satisfactory and likely to be better if assessment systems were in place to help teachers and pupils know how to improve their work. Teaching and learning are satisfactory overall though good lessons were also observed. When teaching is satisfactory rather than good, this is because teachers' lack of expertise misses the religious significance of activities or

because the tasks do not stretch the children, especially the more able. Resources are not always fully used. Improvement since the last inspection is satisfactory.

93. The new subject leader is enthusiastic and potentially very effective. She realises that there is more to do. Her strength is in her determination to succeed and her sense of direction; her enthusiasm inspires others. Reflective assemblies benefit religious education, encouraging quiet thought about serious matters such as bullying. Both ways of building spiritual and cultural development would benefit from being structured around the festivals of world religions, allowing children to celebrate rather than just learn about these special events. The subject leader plans to make links with other local faith communities and this is necessary.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and physical education were inspected in depth and work in art and design and design and technology was sampled.

ART AND DESIGN

94. The curriculum is enriched through strong support from the local secondary school. Specialist teaching and visiting artists extend both the teaching and the learning. Sketchbooks indicate that in Years 2 and 4, good use was made of the digital camera to provide a different dimension and widen the range of artistic skills. However, in most other classes, there was only a limited amount of work in the pupils' sketchbooks. Good use is made of computers to develop pupils' skills in art and design and in particular to experiment with colour and shape. Art work is used effectively to illustrate and display work in other subjects. Some three-dimensional work was on display and more is planned, to be completed later in the year. The co-ordinator is enthusiastic and committed to the subject. She is aware of the strengths and weaknesses in the area and is working towards improving provision.

DESIGN AND TECHNOLOGY

95. Two lessons were observed in design and technology during the inspection. Both were in Years 1 and 2. No lessons in Years 3 to 6 were observed. Analysis of pupils' work, teachers' planning, work displayed around the school and discussions with the subject coordinator show that most pupils are working at levels broadly in line with those expected in Years 2 and 6. Pupils' achievement in work seen is satisfactory. In Year 1 pupils are making umbrellas and this provides a good link with science as they discuss the range of suitable materials, both for the frame and for the cover. In Year 2 pupils are looking at the design and colour of costumes based on Joseph's multi-coloured coat. Teaching and learning in lessons seen in Years 1 to 2 were good. It is not possible to make judgements about teaching and learning in Years 3 to 6. Sampling of work shows that all pupils experience design and technology work. Teachers' plans show that pupils use an increasing range of tools, equipment and materials to design and produce a variety of products, for example, making lights, musical instruments and shelters. Pupils are also involved in evaluating their work. It is clear, from work displayed around the school, that pupils are taught specific and relevant skills, such as measuring, cutting and joining. The subject co-ordinator is very enthusiastic about the subject and has a clear sense of purpose as to its development. Leadership and management of the subject are good. There has been satisfactory improvement since the last inspection.

MUSIC

The provision for music is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Good teaching results in pupils achieving well in lessons and making good progress over time.
- Pupils really enjoy their music lessons, and sing and play musical instruments with enthusiasm.
- The school provides pupils with a good range of extra-curricular music activities to extend their skills and talents.
- The subject makes a positive contribution to pupils' cultural and multi-cultural development.

COMMENTARY

96. It was not possible to observe any music lessons in Years 1 and 2. It is not therefore possible to make a secure judgement about progress and standards in music in these years though singing practice after assembly indicates that singing skills are developing well. Pupils sing tunefully and with good volume in Years 1 to 2.

97. Evidence from a limited number of lessons in Years 3 to 6, singing practice, assemblies and orchestral rehearsals indicate that pupils make good progress in the subject and attain standards that are above average by the time they are in Year 6.
98. The quality of teaching is good, with lessons being well planned, organised and managed. Lessons are well resourced, with pupils sharing and treating musical instruments with respect. Pupils in Year 4 could be seen to be making good progress in both their singing and instrumental skills as they continued with their learning of a new song from Africa. Pupils' learning was enhanced by the teacher's good use of video materials as the pupils observed children in an African village singing the song in its original setting. Pupils were given the chance to talk about the key features of the young peoples' singing before moving on to rehearse and sing their own song to the accompaniment of a number of instruments. Good attention was given to intonation and interpretation, with pupils first singing the song together, before singing it in two-part harmony. The success of this lesson owed much to the pupils' enthusiasm for the work in hand and their determination to improve the quality of their work through rehearsal.
99. Pupils in Year 5 likewise made good progress in their singing skills as they sang songs from different parts of the world, first as a whole class, then in rounds. The success of this lesson owed much to the teachers' subject knowledge and her ability to create an animated and motivating working environment in which good learning could take place. Pupils across the school are given the chance to extend and improve their singing skills at weekly singing assemblies.
100. Examination of teachers' planning documentation, recordings and discussions with pupils reveals that pupils are given the chance to respond to both elements of the music curriculum, listening and appraising and composing and performing. The playing of music and live performances at assemblies also makes a useful contribution to pupils' knowledge and appreciation of music both national, European, and from other cultures and traditions.
101. Leadership and management of the subject are good with the subject leader producing a good scheme of work composed of nationally recommended documentation and a commercial programme of music activities
102. Over 40 per cent of pupils learn to play a musical instrument, either within individual lessons, or as part of the music service provided by the local authority. The school runs a number of small musical groups, a popular choir and a very talented school orchestra. These groups play both in school at assemblies and in the local community. With chances for pupils to sing and perform music from around the world, and from different cultures and traditions the subject makes a positive contribution to their cultural and multi-cultural development. The good standards in subject have been maintained since the last inspection.

PHYSICAL EDUCATION

The provision for physical education is **very good**.

MAIN STRENGTHS AND WEAKNESSES

- The quality of teaching and learning seen were very good.
- Pupils achieve very well in swimming and dance and overall standards are well above average.
- The curriculum is very broad and a wide range of enrichment and extra-curricular activities enhance the statutory curriculum.
- The subject is very well led and managed.

105. Standards by Year 2 are above average and they are well above national averages by Year 6. Pupils' achievement is good throughout the school. In some aspects of physical education such as dance and swimming, achievement is very good overall.
106. Teaching and learning are good overall. In lessons observed in Years 1 and 2, pupils were exploring movement to music. Lessons were well planned and included all pupils. Pupils enjoyed the lessons. A Year 3 class was taken by a representative from the Rugby Football Union. He worked with pupils to enable them to master the skill of passing the ball backwards while running forwards. Most pupils understood the concept but found it difficult to put into practice. Nonetheless they developed their skills a step further.
107. Two dance lessons were seen in Years 5 and 6 and teaching and learning in both were excellent. The teachers started with relevant warm-up exercises, explaining the importance of these. In both lessons there was excellent use of music and pupils were encouraged to work in pairs and produce their dance routines, modifying and improving them through the lesson. The teaching assistants were actively involved in both lessons and every pupil was included, including a pupil in a wheelchair. The pupils were obviously enjoying themselves and this contributed to the excellent class relationships. Both lessons were examples of outstanding practice.
108. All aspects of the National Curriculum are taught and there is a very good breadth of curricular opportunities for pupils, including dance, gymnastics, netball, cricket, football, tennis, rounders, athletics, tag rugby, volleyball and swimming. Swimming standards are very good, with many pupils in Year 6 able to swim 1000 metres, and this is well beyond the minimum standards required by the National Curriculum. There is a range of inter-school competitions. Links with other schools and agencies are very good. Specialist coaching takes place in a number of sports, including table tennis, football, gymnastics, cricket and volleyball. The good range of in-service training opportunities for staff ensures high standards of teaching and learning.
109. The subject leader is very enthusiastic and leadership and management of the subject are very good. There is a very good range of well organised resources. Overall improvement since the last inspection is very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Provision in personal, social and health education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- There are regular opportunities for personal and social development in each class.
- The quality of teaching and learning are good.
- Pupils have well developed social skills and their overall personal development is good.
- Subject teaching often makes a good contribution to pupils' personal development as well as their academic development.
- Assemblies make a good contribution to pupils' personal and social development.
- Though there is a school council in place, representatives currently have limited impact on seeking and consulting the views of those they represent.

COMMENTARY

110. Pupils' overall personal development is good. The good opportunities for personal development mean that pupils make good progress in developing and enhancing their social

skills and extending their understanding of others. Most pupils behave well towards one another and understand the impact of their actions on others. They have a good grasp of relevant issues and develop good knowledge and understanding of moral issues around racism and bullying. Pupils also develop good knowledge of sex and drugs education within a firm moral framework.

111. The quality of teaching and learning in personal and social education lessons is good. Lessons are well planned and there are good opportunities for pupils to join in discussion and debate. Subjects often offer pupils good opportunities for considering personal development issues such as why people get married or divorced. These were very well explored in a history lesson about Henry the VIII and his marriage to Anne of Cleves.
112. Assemblies make a very good contribution to pupils' personal development. A very good assembly for younger pupils addressed the question of racism in a very sensitive but pertinent manner so that all pupils understood that just being different on the outside did not mean that people were any different on the inside or had different likes and dislikes to themselves.
113. There is an active school council which meets regularly. Whilst members of the council are articulate and represent their own views well, they have limited strategies and support for seeking and reflecting the views of others.
114. The provision for personal development is well led and managed. Provision has been audited and adjusted to ensure good balance and continuity. Though the subject leader does not have time to visit classes she does monitor work and discusses the programme with class teachers. No formal assessment routines are in place at present, but the subject leader is exploring a manageable system which would best suit the school. She has achieved much in a short time.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

poor (6); very poor (7).