

INSPECTION REPORT

HIGH VIEW PRIMARY SCHOOL

Battersea

LEA area: London Borough of Wandsworth

Unique reference number: 101010

Headteacher: Miss Joyce Ridge

Lead inspector: John William Paull

Dates of inspection: 15 – 17 November 2004

Inspection number: 267010

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	361
School address:	Plough Terrace Battersea London
Postcode:	SW11 2AA
Telephone number:	020 7228 1710
Fax number:	020 7228 9771
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Walden
Date of previous inspection:	1 March 1999

CHARACTERISTICS OF THE SCHOOL

- With 361 on roll, High View is larger than most other primary schools.
- The school received a *National Achievement Award* in 2001.
- The school received an *Investor in People* award in 2003.
- The school makes use of several educational initiatives, such as *Excellence in Cities*, *The Primary Leadership Strategy* and *Raising Achievement for Bilingual Learners*.
- Pupils live in private, local authority and social housing, including flats.
- Local groups provide services such as a breakfast club and after-school care for pupils.
- About 46 per cent of pupils are known to be eligible for free school meals, which is well above average.
- Over a third of pupils are from homes where English is an additional language, which is very high compared with most schools nationally, and 55 of these pupils are at an early stage of learning English.
- Other than English, the main language spoken at home is believed to be Somali, followed by Arabic and French, although many other languages are represented.
- Many pupils are members of minority ethnic groups for whom English is the main language.
- The largest group is black with roughly similar numbers of pupils from African and Caribbean backgrounds. Other significant groups are white pupils, of whom about a third are not British, and pupils from families that originated in the Asian sub-continent.
- Nearly a quarter of pupils are identified as having special educational needs, which is above average. The majority of these pupils experience difficulties that are likely to affect the rate at which they learn, including needs related to speech and language. Another significant group has social, emotional and/or behavioural difficulties.
- Just over two per cent of pupils have Statements of Special Educational Needs, which is above average.
- A relatively high proportion of pupils join and leave the school at times other than the usual times.

- The attainment on entry of many pupils is well below average; and the socio-economic circumstances of many families whose children attend the school are well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22028	John William Paull	Lead inspector	Information and communication technology Art and design Design and technology Music Religious education
1112	Peter Oldfield	Lay inspector	
16773	Raminder Arora	Team inspector	Science Geography History The Foundation Stage
8696	Abul Maula	Team inspector	English English as an additional language French
33090	Jacob Herbst	Team inspector	Mathematics Physical education Special educational needs

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

High View is an effective school that is improving well. Teaching and learning are good, which contributes much to pupils' good overall achievement and behaviour. Arrangements for the support and guidance of pupils, who are drawn from various ethnic and social backgrounds, are very good. The school is well led and managed and good value for money is achieved.

The school's main strengths and weaknesses are:

- Nearly all pupils achieve well.
- Teachers' planning is based on a broad, rich curriculum, helping pupils to learn well.
- Behaviour in classrooms is nearly always good.
- The headteacher is a very good leader, who communicates a vision for the school's future that is based on improving the quality of teaching and learning further and thereby raising standards.
- Marking of work, while conscientious and up to date, does not offer pupils enough explanations of how to improve in the future.
- In all stages through the school, the development of pupils' speech and language skills is not focused sharply enough.

The school has improved successfully since the inspection of March 1999. Standards by the time pupils leave in Year 6 are higher now in the core subjects of English, mathematics and science, and attendance is much improved. Teaching of science, a key issue in the last report, includes more opportunities for pupils to test ideas, carry out experiments and to make direct observations. Provision in information and communication technology, another key issue, has also improved considerably. Strengths in the last report, such as pupils' good behaviour, have been maintained.

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	E	B	A
mathematics	C	C	C	A
science	D	C	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with a similar proportion of pupils who are eligible for free school meals.*

Pupils generally make good progress and achieve well. This judgement includes pupils with English as an additional language, and those with special educational needs, as well as nearly all others. Owing to often low attainment on entry, the high proportions of children with special educational needs and who enter with little understanding of English, standards of attainment at the end of the Reception Year and Year 2 are often below average. This low attainment is evident in pupils' work that was seen. However, the results of the 2004 National Curriculum tests in Year 2 were broadly average. The table above indicates that results of the 2004 national tests at the end of Year 6 were very good compared with those of similar schools. In 2004, the school exceeded its targets. The overall trend in the school's results since 1999 has been above the national trend and, for the last few years, the school has done well in comparison with similar schools. In most subjects other than English, mathematics and science, work seen during the inspection was around what is normally expected, including in information and communication technology, physical education and religious education.

Pupils' standards of behaviour are good. Pupils are nearly always attentive in lessons and are friendly towards visitors. The attitudes and **personal development of pupils of all ages are good**, including very good cultural and moral awareness. Recent attendance figures are close to the national average, which is a considerable improvement on figures for the last complete school year, although too many parents still bring their children to school late.

QUALITY OF EDUCATION

Overall, the quality of education provided by the school is good and contributes well to pupils' learning and their good achievements. **The quality of teaching and learning is good** and examples of very good teaching occurred in religious education in Year 2, personal, social and health education in Year 6, music in Year 3 and physical education in Years 5 and 6. Teaching of good quality was spread across year groups through the school, especially in literacy and numeracy lessons. No unsatisfactory lessons were observed. Teaching of this quality results in secure learning, good acquisition of skills and good overall achievement. It includes children in the Nursery and Reception classes and pupils of all ethnic groups, including those with English as an additional language. Pupils with special educational needs are generally supported well and achieve well in relation to their targets. However, teachers' marking does not always contain information about why something is correct or incorrect. Another weaker element is that teachers do not consistently focus on the development of pupils' general speech and vocabulary. Overall, what is taught is of good breadth and well balanced, and results in step-by-step planning, so that learning is based on sure foundations. Pupils of all age groups are well cared for and support and personal guidance are very good. The school's partnership with other schools and colleges is good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher's vision of future progress and how to achieve it are very strong and she is supported well by other key staff. As a result, effective measures have been put into place to ensure continued improvements. Financial management is good and the governing body makes a good contribution to decision-making, based on good knowledge and information about the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents at the pre-inspection meeting were generally pleased with the school, which reflected views expressed in the vast majority of their returned questionnaires. Parents were pleased with improvements in educational standards and the attitudes of their children towards learning. Pupils expressed support for their school, believing that teachers are willing to listen to their ideas and to help them to progress.

IMPROVEMENTS NEEDED

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

- As a further step to raising standards in all age groups, broaden the existing focus on speaking and listening in all lessons, by taking every opportunity to show pupils how to use speech and language more flexibly and precisely, including standard forms of spoken English, and enrichment of pupils' vocabulary.
- Continue its good work on raising levels of attendance, and focus on punctuality in the morning, using similar methods to those that have proved successful in raising attendance.
- Raise the profile of marking as a means of dialogue with pupils about what they should do to improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievements are good and currently standards of attainment in Year 6 are close to average in English, mathematics and science.

Main strengths and weaknesses

- Standards by the time pupils leave in Year 6 have improved since the inspection of 1999 and results of the 2004 National Curriculum tests were well above average in comparison with similar schools at the end of Years 2 and 6.
- Children achieve well by the end of their year in the Reception classes.
- Pupils' progress and achievements are good through the main school, which includes pupils from the full range of ethnicity and backgrounds in the school, as well as those with special educational needs and with English as an additional language.
- Pupils' speaking skills are below average and opportunities to develop more precision and flexibility in their understanding and uses of spoken English are sometimes missed.

Commentary

1. At the time of the last inspection, results in the latest Year 6 National Curriculum tests were below average in English, average in mathematics and well below average in science. The school's overall trend in results in these subjects has been above the national trend since then and its 2004 results were above average in English and average in the other tested subjects. This improvement is particularly good when it is borne in mind that national averages for Year 6 are themselves higher now than in 1999.

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

Standards in:	School results	National results
English	27.7 (25.2)	26.9 (26.8)
mathematics	27.4 (27.0)	27.0 (26.8)
science	29.0 (28.7)	28.6 (28.6)

There were 50 pupils in the year group. Figures in brackets are for the previous year

2. Work that was seen during the inspection confirms this improved picture of around average levels in these three core subjects. In English and science especially, many pupils achieved particularly well, attaining at a level above that normally expected. Nevertheless, standards in speaking, which are not nationally tested, are not as high as in reading and writing. The main reason is that pupils' patterns of speech and uses of vocabulary are often limited. As a result, their ways of putting things are often imprecise and, in younger age groups particularly, this difficulty affects their writing, where the same deficiencies are sometimes apparent.
3. Standards on entry to the Nursery are often well below what is usually found. Several children at this age speak only a little English, as they speak another language at home. A relatively high proportion of children experience difficulties with learning that are identified as a potential special educational need. Owing to overall good teaching through the Nursery and Reception classes, achievement is good, so much so that a few pupils, including higher

attainers, reach many of the goals that are expected. Nevertheless, most children do not reach such goals,

and so, generally, attainment remains below what is normally the case at the start of Year 1, especially in the important areas of communication, language and literacy, mathematical development and knowledge and understanding of the world.

- Overall, good teaching continues as pupils enter Year 1, so they continue to progress well. What is taught in reading, writing and mathematics is based very thoroughly on the National Curriculum. Although the pace of lessons through Years 1 and 2 is sometimes fairly slow, learning is nearly always firmly based on step-by-step planning. As a result, nothing that is important or significant in ensuring progress is left out. This careful approach is one of the main reasons that learning and achievement are as good as they are. In work that was seen, standards are below average. However, results of the most recent Year 2 National Curriculum tests were in line with national averages and well above those of similar schools.

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

Standards in:	School results	National results
Reading	16.3 (15.3)	15.8 (15.7)
Writing	15.0 (15.1)	14.6 (14.6)
Mathematics	16.4 (15.4)	16.2 (16.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

- Over time, results of pupils at the end of Year 2 have been erratic, with an overall trend below the national trend. Differences in the characteristics of subsequent year groups are the main reason. These changes include differences between the social backgrounds of pupils, the number with special educational needs and the proportion with English as an additional language. Some of these differences are of a specific nature that is related to the closure of another local school and the transfer of pupils to High View. The impact of this closure is no longer significant, as it occurred before pupils who are currently in Year 2 entered the school, and standards are now rising again. The 2004 teachers' statutory assessments of science in Year 2 indicated that the proportion of pupils at the expected level was around average, although a lower proportion than is the case nationally exceeded this level.
- Skilful teaching supported by knowledgeable teaching assistants is ensuring that pupils with special educational needs make good progress in all age groups through the school. As a result, these pupils achieve well in relation to their targets. Pupils from the full range of ethnicity in the school also make good progress, including those with English as an additional language. By the time they leave the school in Year 6, several of these pupils are amongst the school's highest achievers.
- In information and communication technology, pupils' skills are developed effectively, especially in the computer suite. As a result, many pupils at the end of Years 2 and 6 attain at around the normally expected level. What is taught is broad and covers all aspects of the subject, including control technology and the uses of programs to present facts and topics in other subjects. However, in several lessons that were observed in classrooms, computers were not used, which represents inefficiency in the use of expensive resources. Furthermore, it restricts pupils' opportunities to practise skills in information and communication technology in other subjects. However, pupils demonstrated sound skills in the use of other types of electronic technology, supporting work in a range of contexts, such as electronic keyboards in

music and sensors in science. Standards in religious education are broadly in line with those described in the locally agreed syllabus for the end of Years 2 and 6. Many pupils are members of faith communities. Several of these pupils are sufficiently confident to share experiences of their religions, which helps to raise interest and knowledge overall. In other subjects, including personal, social and health education, standards observed were around the level normally expected.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work are good throughout the school and their personal development, including spiritual, moral, social and cultural elements, is good. Rates of attendance have improved considerably, although too many pupils arrive late each morning.

Main strengths and weaknesses

- Pupils behave well throughout the school
- Very good relationships exist.
- Personal development, including pupils' spiritual, moral, social and cultural development is good
- Many pupils are regularly late in the morning.
- Personal, social and emotional development is good in the Reception classes.
- Strategies to improve attendance are now very effective.

Commentary

8. Systems and strategies to promote good behaviour are very effective. Pupils' relationships with each other and with adults in the school are good. This is evident from their working very well together and listening well to others. Teachers establish good relationships with pupils and this feature, linked to teachers' very high expectations of how pupils should behave, results in calm and orderly classrooms. Behaviour at playtimes is well supervised and staff sort out any minor incidents quickly and to good effect. The school's records of reported incidents indicate only very little bullying and no racist harassment and inspectors witnessed no behaviour of this kind during the inspection. As a result, pupils meet the very high expectations of the school.
9. Pupils' attitudes to work are good. Nearly all pupils who were asked explained that they enjoy school. What was seen confirms this view and suggests that pupils are keen to learn. Merit marks are awarded for good work, effort and good attitudes and behaviour. Pupils respond well to this system and try hard to earn such rewards.
10. Older pupils set a good example, taking extra responsibilities seriously and often supporting younger pupils as reading partners or friends. Pupils of all ages cheerfully accept a number of helpful roles in the school, for example, handing out the cutlery and trays in the dining hall or operating an overhead projector during assembly. Pupils are polite and friendly towards visitors, opening doors and offering directions. This politeness is particularly impressive as it often extends to other class members. Pupils enjoy helping others and are often kind. For example, friendship points are provided in the playground and inspectors noticed that when pupils stopped at these points, they were never left alone for long.
11. The school promotes pupils' personal development, including their spiritual, moral, social and cultural development, well. Assemblies provide good opportunities to develop pupils' spiritual reflection. Pupils respond very well to the school's very strong moral code. They are aware of the difference between right and wrong and of the school's *Golden Rules*, as well as the rules of their own class. These features contribute well to pupils' sensible behaviour around the school. Cultural development is very good. Pupils appreciate their own and others' cultural

traditions very positively, seeing ethnic and cultural diversity as advantages in their community. The diversity of home backgrounds and languages is acknowledged in displays around the school and in a notice of welcome at the main entrance.

12. Personal, social and emotional development is focused well in the Reception classes and children often make very good progress from low starting points when they first come to school. In the Nursery, for example, many of the youngest children find it difficult to sit still and a few were sometimes observed running about in the classroom, while in the Reception classes, children settled to work very well and are on course to meet the expected goals by the end of the year.
13. The school promotes attendance very well and has been working very closely with the local education welfare officer to improve it, following up all unexplained absences quickly and rigorously. Prior to the inspection, one or two parents wrote letters to inspectors complaining about the rigour with which the school pursues them for reasons for their children's absence. Inspectors feel that good attendance is so important that this inconvenience is a price worth paying, especially as it has resulted in a remarkable improvement in the school's attendance figures. From figures that were very low compared with national rates last year, attendance in recent terms has been close to average. However, strong cause for concern about pupils arriving late still exists. Although most pupils do arrive on time, many parents are bringing their children to school well after the starting time. As a result, their children are rushed and unsettled at the start of the morning, which adversely affects their readiness to learn.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2002-3).

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	69	0	0
White – any other White background	27	0	0
Mixed – White and Black Caribbean	23	12	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	12	0	0

Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	96	0	0
Black or Black British – African	92	0	0
Black or Black British – any other Black background	18	0	0
Chinese	2	0	0
Any other ethnic group	4	0	0

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

14. Although 12 exclusions were made during the last educational year, only two pupils were involved. Records indicate that procedures were correctly carried out.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education that is provided is good. Teaching and learning, the planning of what is taught, and links with other educational institutions are good. Support and guidance of pupils are very good. Other elements, such as links with parents and procedures for ensuring health and safety, are good.

Teaching and learning

The overall quality of teaching is good through the school, based on good knowledge of what the National Curriculum requires. Assessment is used satisfactorily to influence what is taught and to determine planning. Taken together, these features contribute strongly to good overall learning.

Main strengths and weaknesses

- Good teaching and learning have been maintained since the inspection of 1999.
- Teachers' good planning ensures that learning is systematic and thorough.
- In literacy and numeracy, teachers use the results of tests and assessments well to adapt their teaching, including the teaching of pupils with special educational needs and higher attainers.
- Throughout the school, teachers insist on and achieve good standards of behaviour in their lessons, which supports pupils' learning strongly.
- Opportunities to broaden and develop pupils' understanding of and uses of vocabulary and standard forms of spoken English are often missed.
- Marking of work does not contain enough information for pupils about how they can improve.

Commentary

15. At the time of the last inspection, teaching and learning were described as good overall. The proportion that is good or better is now slightly higher and the small amount of unsatisfactory teaching that was observed in 1999 has now been eliminated. Overall, therefore, good teaching and learning have been maintained. This finding is reflected in good teaching of literacy and numeracy through the school. It is based on good knowledge of the National Strategies and includes the teaching of phonics. The use of reading in pairs, when older pupils

work with younger ones is proving successful in raising interest and standards. Pupils receive strong encouragement on these occasions, such as when they are invited to talk about their successes in assembly. A weaker element of this otherwise good practice is that the opportunity to improve pupils' skills in projecting their voice to fill the hall is not used sufficiently. Another strong focus – this time on writing skills – is beginning to raise standards in this aspect of the subject also.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	4 (8%)	27 (55%)	18 (37%)	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.

16. Carefully detailed schemes of work are a strong feature of the school's planning. Teachers use this planning effectively to organise what they teach. Nearly all teachers use information gained from tests and assessments satisfactorily to adapt this planning further, especially in the important core subjects of literacy and numeracy, where assessment and its uses are good. This careful approach results in lessons that proceed systematically. As a result, nothing that is necessary to help pupils in their understanding is left out, so learning is based on solid foundations. These features apply to pupils with special educational needs and across the full range of backgrounds and ethnicity that is represented in the school. In older year groups, it is leading to increasing numbers of pupils attaining at higher than normally expected levels.
17. With respect to personal development, attitudes and behaviour, teachers know and understand their pupils' needs well. As a result, they manage pupils' behaviour effectively. Pupils respond with good attitudes to learning and, in nearly all lessons, enjoy what they do. In Reception classes especially, personal, social and emotional development is good. These young children listen well, and a good climate for learning results. Pupils who require early support in English are identified and receive extra instruction of good quality from teaching assistants. In older age groups, additional support is provided when the need is identified. Pupils with English as an additional language are included fully in such groups, in either literacy or numeracy, or both subjects. Specialist teaching of English as an additional language is of good quality and promotes the achievement of these pupils well.
18. On occasions, pupils speak hesitantly, giving the impression that they struggle to find the right words. Although teachers are quick to encourage and support on these occasions, they do not always take the opportunity to explain what pupils might have said, or to ask the whole class to join in with suggestions of better phraseology. Occasions were observed when pupils used colloquial English when a more formal, standard form of English would be more appropriate. Furthermore, although subject-specific vocabulary was often observed being taught well in lessons across the curriculum, pupils' general speech is characterised by short utterances and a fairly restricted vocabulary. Opportunities to improve this deficiency are often missed.
19. Marking of pupils' work is invariably up to date and indicates whether what is recorded is correct or not and encouragement is frequently given. However, the use of comments to explain to pupils how to improve is inconsistent, varying considerably from class to class. Furthermore, the systematic development of any system that allows older pupils to enter a dialogue about how they are responding to their teachers' comments is not evident.

The curriculum

The school provides a good curriculum that is sufficiently resourced to offer pupils a wide range of learning opportunities.

Main strengths and weaknesses

- A broad, balanced and relevant curriculum contributes well to pupils' good achievements.
- Pupils with special educational needs and those with English as an additional language are provided for well.
- Pupils have access to a good range of clubs and out of school activities that help to support the curriculum, adding to its richness.
- The school provides a good environment for learning.

Commentary

20. The curriculum for children in Nursery and Reception classes closely follows *The Curriculum for the Foundation Stage* (a government document that describes what children in these years should be taught). What is taught in Years 1 to 6 takes full account of the National Curriculum. Provision of religious education meets statutory requirements and is based on the relevant *Locally Agreed Syllabus* (what is taught in religious education is agreed by local committees that are drawn from representatives of the main faith communities in the area). The school has developed thorough schemes of work and other documents for use by all staff. These documents indicate how skills are introduced to pupils in logical sequences, so knowledge and progress are carefully built on what pupils have learnt previously. This good planning includes the use of skills that are acquired across the curriculum. For example, teachers ensure that pupils make good use of their reading, writing and artistic skills in subjects such as history, geography and religious education. In this way, pupils practise these skills in relevant situations. The school meets its statutory obligations in terms of sex education and providing information about the dangers of misusing drugs. A particular emphasis is placed on enriching the curriculum. For example, pupils in Years 5 and 6 have a weekly creative afternoon, in which opportunities to experience teaching of a modern foreign language in preparation for secondary education are provided. Opportunities for cooking, drama and developing musical skills with electronic keyboards are further activities that are offered during these afternoons. Furthermore, pupils in Years 1 to 4 have regular sessions to explore how ideas in different subjects are linked, so improving their thinking skills. The recently appointed music specialist is already making a positive impact on what is taught in music lessons. Standards in singing are already improving well.
21. Successful implementation of the National Literacy and Numeracy Strategies has improved achievement. The skills that pupils acquire in literacy and numeracy lessons contribute well to their learning in other subjects. Planning of what to teach pays careful regard to different groups of pupils and includes references to resources and activities that are matched adequately to different needs.
22. The school promotes equal opportunities well. It has a strongly inclusive climate for learning and teachers plan for pupils with special educational needs well. When necessary, the curriculum is adapted to suit their needs and/or they receive support to help them to understand what is planned for other pupils. Individual education plans contain targets and precise wording about how to support them. Planning for pupils at early stages of acquiring English as an additional language is also good. This planning is put into practice effectively by a specialist teacher in Years 2 to 4 and by a teaching assistant in younger age groups, so the contribution it makes to learning is good. However, opportunities for this specialist teacher to

share her expertise are not sufficiently developed, so its impact on the skills and planning of other teachers is not as well developed as it might be.

23. The school provides a good range of activities outside its normal timetable. These activities include a variety of sports and games, as well as art and dance. Good links with the community have been established through regular visits to amenities such as the local nature study centre, local museums and their education departments. Such links extend opportunities for learning well and thereby make contributions to raising standards. Visitors come into the school to support what is taught. Other links, with the fire brigade and road safety officers, for example, foster pupils' awareness of the importance of being safe. A very good sporting link has been established with *Battersea Sports Centre*, which enhances what is taught in physical education, with a very good programme to develop skills of pupils in Years 5 and 6.
24. Resources for learning are good in many subjects and classrooms are well organised. All classes have two computers and an Internet link. Support teachers each have a base for work with small groups, allowing pupils to focus without distractions. The accommodation is well maintained. Displays throughout the school add interest and reflect the variety and quality of pupils' work across the curriculum.

Care, guidance and support

The school provides a good standard of care and looks after all of its pupils well. Pupils' personal development is very well monitored and supported by staff. There are limited opportunities for pupils' views to be expressed and fully acted upon.

Main strengths and weaknesses

- Arrangements for pupils' safety and well-being at school are good.
- Pupils' personal care is very well monitored and supported.
- Opportunities for pupils to express their own ideas about the school are not fully in place.
- Children in Nursery and Reception classes are introduced well to the routines of school life.

Commentary

25. The school has good procedures to ensure the safety and well-being of all pupils. The site and all equipment are regularly checked and any identified issues are dealt with sensibly and effectively. Staffing includes sufficient adequately trained first-aiders, so minor accidents are dealt with in an efficient and kindly way. Such incidents are recorded properly and care is taken to record details of any injuries, so that any recurring risk can be identified. The daily maintenance of the building is of a high standard and pupils learn to respect its contents and keep it tidy.
26. Child protection procedures are very well understood. The headteacher discharges these duties very well, being well aware of her responsibilities. Good procedures to exchange information with an appropriate range of support authorities are in place. Close partnerships with the educational welfare services and the school nurse are good examples. Attendance is very well monitored, with robust systems to establish reasons for absence if they are not given promptly and adequately. Inspectors support the school very strongly in this endeavour, which is not popular with one or two parents who wrote letters prior to the inspection. However, it has proved highly successful in its contribution to recent reductions in both authorised and unauthorised absences and contributes well to learning. The school is correct to assert that children cannot acquire knowledge from lessons at which they are not present.
27. Teachers have high expectations of behaviour, which are explained and made clear to pupils. Pupils respond well, co-operating and listening in lessons and generally behaving well. Nearly all pupils are happy and content within this secure climate for learning. Those pupils who were asked also stated that they would trust at least one adult in the school with personal concerns if they were worried by circumstances in or out of school. Opportunities for pupils to express their views are being further developed. Some opportunities for them to make their ideas about the school known are available during classes in personal, social and health education. However, the school council is being re-developed as a vehicle to support this process. Overall, teachers welcome their pupils' opinions, which contributes to general confidence and builds good relationships.
28. Parents believe that the school cares for their children well and inspectors agree. Good levels of care described in the last report have been maintained. The personal development of all pupils is well monitored, including the needs of pupils with social, emotional and behavioural difficulties. Individual targets are established for these pupils and they are supported well. The school nurse has a very strong role in supporting young children to settle well. Teachers monitor the reaction of pupils in lessons, including personal, social and health education, and deal with concerns as they arise.
29. In Nursery and Reception classes, young children are assimilated well into school routines and parents may stay to observe and support them. Older pupils have a good introduction to secondary education because of a well established programme that allows them good insights into the type of curriculum that will be available when they transfer. Opportunities to meet teachers whom they will meet in their new schools and some of the pupils are also available.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and the local community and good links with other schools and colleges.

Main strengths and weaknesses

- Improvements have been made in the school's prospectus and *Governors' Annual Report*, and omissions identified in the inspection of 1999 have been rectified.
- The school's friendly, open climate permits parents to meet teachers on a regular daily basis
- Good links have been established with other local schools and Roehampton University.

Commentary

30. The school values its partnership with parents and is seeking ways of developing this provision. For example, it has found that some parents do not attend its summer term parents' meeting because they feel it is superfluous, as pupils' written annual reports have already been issued. The school intends to introduce a new reporting system to take account of this difficulty; it will produce a termly written summary of progress and achievement to improve parents' continuing awareness of their children's work. The end of year report will then be handed out and discussed with parents at a new-style summer term meeting. The school provides good information to parents in regular letters and newsletters. Issues reported following the last inspection about the prospectus and governors' annual report have been addressed very well. The current prospectus is a very attractive document, containing many colour photographs and very good, useful information. Most parents find the teaching staff approachable and friendly. This was very evident at the start and end of school days, when inspectors witnessed staff, pupils and parents conversing in the playground. Parents of pupils with special educational needs are invited to all review meetings as a matter of course, and those who attend are fully involved.
31. Good links, based on co-operative relationships, exist with other schools; the school's learning mentor contributes well to this provision. Useful exchanges of information and expertise are mutually beneficial to standards; for example, *Early Years Cluster Meetings* result in sharing ideas and procedures for assessment and planning. A particularly strong link has been established with *Christchurch*, another local primary school; staff from the two schools train together. This link has resulted in pupils who are gifted in mathematics being brought together regularly to work on projects that are tailored to their high prior attainment and social development. There is a wide variety of secondary schools to which pupils transfer; teachers from Year 6 meet the receiving Year 7 teachers at the local authority's professional development centre. This good practice ensures that similar procedures are followed wherever pupils may go to next, so transfer is smooth, well understood and well supported. A strong association with Roehampton University has been established, resulting in placements for teachers in training and links with lecturers in education. In this way, opportunities to hear about results of recent research and successful new methods are available.
32. There is no formal parents' association, but representatives from various ethnic communities are getting involved in school life, by filling governor vacancies and helping with routines. Parents are involved in the supervision of homework, which is usually set regularly.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good, including very good leadership by the headteacher. The governing body fulfils its duties well.

Main strengths and weaknesses

- Weaknesses and key issues that were raised in the last report have been addressed well.
- The Chair of Governors supports the school well and the governing body is well aware of the school's strengths and weaknesses.
- The headteacher is a very good leader, who is held in high regard by staff, pupils and parents.
- The leadership of senior and middle managers, including subject co-ordinators, is good.
- Opportunities for the teacher funded under the *Ethnic Minority Achievement Grant* to share her strong expertise are rather limited.
- Day-to-day management is good.

Commentary

33. Improvement in leadership and management is good. The issues relating to statutory requirements raised in the previous inspection report have been addressed, as have those related to information and communication technology, science and pupils' attendance. Governors now meet their statutory requirements fully.
34. The Chair of Governors is knowledgeable about the school and supportive, keeping up to date with developments and information through his regular visits. Governors are generally well informed about the strengths of the school and about plans to improve weaker features. Improvements in the role of governors have been based on frequent reports from the headteacher about pupils' standards and the chair's committed involvement. Together, they inform other governors thoroughly about the progress made towards priorities for development identified in the school's improvement plan. The school's performance is linked well to this type of planning. As a result, the governing body has become both more questioning and supportive of developments, practising its strategic role effectively.
35. The headteacher provides very good leadership and receives the support and respect of the staff. Her work reflects her clear vision and sense of purpose for future improvement. The headteacher, deputy headteacher and other team leaders form a strong and effective team. Together with other members of staff, they maintain the school's good commitment to inclusion, and provide very good role models for pupils of co-operation and collaboration. These qualities provide the basis for the school's positive climate for learning, contributing well to pupils' good achievement, attitudes to learning and behaviour.
36. Co-ordinators have a good grasp of standards in the subjects for which they are responsible. They contribute to planning for improvement and support their colleagues well. They are involved in monitoring and evaluating the quality of teaching and learning in their subjects. The co-ordinator for special educational needs (often known in schools as *SENCo*) manages the good provision for pupils with such needs well.
37. The teacher funded under the *Ethnic Minority Achievement Grant* is an effective practitioner, whose skills with pupils who speak English as an additional language are considerable. However, she is not used sufficiently in partnership with class teachers and support staff in order to share and pass on her expertise. As a result, when she is not present, teaching of these pupils is not as effective as it might be.
38. The financial and day-to-day management of the school is good. The effective work of the office staff ensures that provision runs smoothly. Governors are involved well in financial planning. They monitor the school budget closely and ensure that financial decisions and spending are linked to priorities for development identified in the improvement plan. They apply the principles of best value to the purchase of services and resources. Issues raised in

the school's most recent audit report have been addressed. The school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,291,847	Balance from previous year	117,212
Total expenditure	1,290,004	Balance carried forward to the next	119,055
Expenditure per pupil	3,691		

39. The sums carried forward to the next year (shown in the column on the right) are larger than those of most schools. However, the latest figure contains expenditure that was already committed at the time when end of year accounts were completed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are currently 48 children in the Nursery. Of these, 28 attend on a full-time basis, and the rest attend for either morning or afternoon sessions. All children go on to enter the Reception classes in September after their fourth birthday. Taking the intake as a whole, children's attainment on entry to the Nursery is well below the level usually found, especially in communication, language and literacy, and in personal, social and emotional development, although there are a few high attainers.

As a result of the overall good teaching during this stage of education, children achieve well in all the areas of learning. Children achieve particularly well in personal, social and emotional development and, as a result, almost all are on course to reach the expected goals by the time they enter Year 1. Children with special educational needs and those with English as an additional language are given good support to ensure that they achieve as well as others. Efficient Nursery nurses and classroom assistants are deployed well to support teaching and learning in all the Nursery and Reception classes.

The two Reception classes are organised into a unit and the teachers work well together as a team, taking the lead in different areas. Planning is based on *The Curriculum for the Foundation Stage* and the children are provided with an appropriate range of interesting activities. The staff have a good understanding of how young children learn and work well together as effective Nursery and Reception class teams. However, the Nursery and Reception classes are based at different ends of the building, which is not ideal for close integration of teaching styles and planning. Consistency of practice is therefore not always achieved. Furthermore, differences in provision for part- and full-time children in the Nursery and the effects on their learning are not made clear in daily plans. Nevertheless, approaches to monitoring children's progress on a regular basis are sound and the co-ordinator for the Foundation Stage ensures that all staff have a clear sense of direction and are well informed about their roles.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Positive relationships between adults and children result in good personal development.
- High expectations of behaviour help children to know right from wrong and show respect for each other.
- Children are given good opportunities to use their initiative and develop their confidence and independence.
- Adults in the Nursery do not guide role-play sufficiently to maximise its use in the development of social skills.

Commentary

40. Children's achievement is good as a result of good teaching in this area of learning. Almost all children are on course to reach the standards expected at the end of the Reception Year, and a few are likely to exceed them. Staff are good role models and effectively promote the rapid development of secure relationships between adults and children. Children quickly learn to follow routines for moving around the spacious indoor and outdoor areas. They follow the lead that they see adults give and share toys, accept responsibility for equipment, and are often kind towards each other.

41. Children in all Nursery and Reception classes gain much self-esteem, independence and personal confidence from opportunities that are provided for them to make choices. They move between areas in what is known as their *free flow time*. At these times, they participate in well-organised activities in the indoor and outdoor areas and work and play well with each other. The staff take every opportunity to develop children's respect for others through raising thought-provoking questions with them, such as why they must take turns. Teachers explain simple rules and ensure that children understand right from wrong successfully. Another element of good teaching and provision is that adults set clear expectations for children's attitudes and behaviour.
42. In the role-play areas children play together amicably. However, especially in the Nursery, opportunities are missed to extend children's social development and skills of interaction. The main reason is that not enough adult intervention is planned to lead children's activity in roles that require playing collaboratively, rather than simply alongside each other in a group.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is good compared to the very limited language skills of most children on entry.
- A school/home reading scheme is well established.
- Basics of reading and writing are taught well, and in the Reception classes, a good balance of formal and informal opportunities for writing is provided.
- Opportunities are sometimes missed to develop children's speaking skills and to increase their vocabulary.

Commentary

43. Teaching and learning of communication, language and literacy are good in the Reception classes and satisfactory in the Nursery. Children's achievement is good overall. A clear focus on developing language is planned in nearly all activities, effectively supporting the high number of children with English as an additional language. Nevertheless, the time spent in the Nursery and Reception Years is understandably not long enough for many of these children to reach the expected goals by their entry to Year 1.
44. In the Nursery an appropriate emphasis on the development of communication supports children's speaking and listening skills. Demonstration and uses of visual information enable children, including those new to English, to understand what they have to do. Adults provide good role-models in the way that they talk to each other and to children, and they listen carefully to what children say. However, while all staff value children's efforts at communicating, they do not take enough opportunities to extend children's 'talk' to include completed English sentences and to extend children's vocabulary. For example, they do not offer children enough alternative words, nor do they ask children to repeat words, phrases and sentences back to them frequently enough. Examples of this type of activity were seen more frequently in the Reception classes.
45. In Nursery and Reception classes, good opportunities are provided for children to draw and make marks on paper. In the Reception classes, skills that they have acquired in the Nursery are built on successfully when children practise writing their names. However, most children are still at the early stages of writing strings of letters. Teachers consolidate children's

knowledge of phonics and enable them to link sounds with letters. In a group session, when writing about the homes of insects, some higher-attaining children used initial letter sounds with ease. These children enjoy the challenge of learning the school's chosen scheme of cursive handwriting. This enthusiasm encourages others to persevere, even though they find it a lot more difficult and take longer to succeed.

46. The system of regular exchange and sharing of books with parents and teachers effectively enhances children's enjoyment of books and their willingness to learn to read. Many of them are beginning to recognise words. Good progress is made, because adults often work with children in small groups or give them individual attention. In a good session, a teaching assistant supported children's understanding of the story *The Bad Tempered Ladybird* to good effect.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good use is made of available resources for mathematical learning.
- Children are well motivated and eager to learn.
- The activities are not always matched effectively to the level of children's understanding.

Commentary

47. Children achieve well in relation to their low skills on entry, although most are unlikely to attain the expected goals by the end of the Reception Year. Children's good attitudes and very good behaviour contribute well to their achievements in this area of learning.
48. Teaching and learning are satisfactory, with many good features. For example, teachers plan interesting practical activities to promote mathematical understanding. Good use is made of resources in activities that are well planned. For example, children in the Nursery were supported effectively in their recognition of basic shapes hidden in a bag, and also taught to match these to the shapes drawn for them and placed inside hoops. Activities of this sort turned learning into a game for the children, so they enjoyed what they did and learnt effectively. In a Reception class, a board representing a ladybird with spots was used similarly to teach children to count. It provided a very strong visual enhancement to learning, enabling children to recognise numbers from one to five.
49. Planned activities do not consistently match children's level of understanding and are pitched at too high a level for the school's lower and middle attainers. For example, most pupils in a group activity struggled with ideas that involved adding numbers beyond 10, especially when the use of specific subject vocabulary such as "add" and "equals" was used. Nevertheless, the more able children effectively acquire understanding of "one more than" and "one less than" up to 10. Suitable links are made between the development of such language and mathematical development. Adults use the story *The Bad Tempered Ladybird* effectively in the Reception classes to teach the recognition of numerals. In all classes, they successfully use a variety of number rhymes and songs to help children count. They also use everyday objects well.
50. Simple ideas of capacity and questions about "Which is heavier?" are developed in practical experiences with real objects, and sand and water play. Opportunities are provided for children to describe objects by position, shape, size, colour and quantity when working with large and small construction equipment. However, in terms of attainment, only a few higher-attaining children do so with confidence and accuracy.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**, although many good features are provided.

Main strengths and weaknesses

- Only a few children are likely to reach the goals expected at the end of the Reception Year.
- An appropriate range of activities helps children to increase their knowledge and understanding as they investigate and explore both indoors and outside.
- Good quality questioning in Reception classes enhances children's general knowledge of the world around them.

Commentary

51. Children's achievements are good. Although the children receive worthwhile experiences for development in this area of learning, low levels of knowledge on entry are a factor in their attainment, so many are unlikely to reach all the goals expected at the end of the Reception Year.
52. Teaching and learning are satisfactory in the Nursery and good in Reception classes. Adults support children's understanding by providing opportunities for them to use and explore many real, everyday objects and situations. For example, in the home corner children learn about families and relationships. In the Reception classes, favourite stories are used effectively to make links with learning about animals. For example, children were taught about a variety of insects and their homes. In one session, teachers demonstrated how to make homes for woodlice, asking children several thought-provoking questions to arouse their curiosity and interest. As a result, children responded with interest and enthusiasm to a good range of activities in the indoor and outdoor areas. Nearly all of them make good progress in the specific skills of making observations and sharing what they see. Good examples of this work occurred when they looked after their pet hamster and explained his likes and dislikes to an inspector, and when they observed the movements of *Pixie* (a programmable robot). When working with *Pixie*, children followed simple instructions well, but had difficulty in understanding and explaining its movement.
53. Experiences of free play with sand and water are provided frequently. Children used malleable materials confidently, although many of them lacked the vocabulary to explain how they felt when squeezed and rolled through their fingers. Teachers and Nursery nurses alike use effective questioning to encourage children to explore new ideas. Children learn to paint and mix different colours and, in the Nursery, are beginning to name basic colours correctly. Skills and knowledge are built on well in the Reception classes. For example, children are on course to acquire expected construction skills. Good examples occur when they join materials with glue and tape, or use kits to construct suitable cages to house plastic animals as part of a zoo. Satisfactory support from adults increases their concentration and perseverance in such activities. Most children demonstrate developing computer skills when they use a mouse to move items on the screen.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The large indoor and outdoor areas provide a safe environment for physical activities.
- The outdoor provision in the Nursery is particularly good and is used well.
- Outside sessions in the Reception are not sufficiently focused to ensure that children always progress as well as they might.

Commentary

54. Teaching and learning are good overall, resulting in good achievement. Almost all children are on course to reach the expected goals in most elements of this area of learning. For example, in the Nursery and Reception classes, good progress is made in hand and eye co-ordination with the planned use of small tools; for example, scissors, pencils and paintbrushes. Good teaching ensures that children are interested, so good behaviour and safe use of tools results.
55. The outside area in the Nursery is well established and is attractive to children, inviting them to use its resources and thus to progress well. For example, a good range of activities, with adequate support from adults, means that children use large wheeled toys safely, acquiring skills of steering, use of space and ideas of direction.
56. Reception class children have the expected agility for their age as they jump and move around outside. However, not all outdoor activities are planned and checked systematically enough to ensure that all children practice them enough to progress as quickly as they might. Nevertheless, children are aware of the effect of exercise on their bodies. Their understanding was developed through effective questioning and explanation; for example, in a dance lesson.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Planned opportunities and resources are effective in arousing children's imagination.
- Children are likely to meet the goals for their age by the end of the Reception Year.
- Children have very positive attitudes to learning and feel confident in expressing themselves creatively.
- Not all activities are well enough supported by adults.
- The range of opportunities for role-play in the Nursery is limited, which inhibits children's capacity to sustain their imagination.

Commentary

57. Teaching and learning are satisfactory in Nursery and Reception classes. Nearly all children are on course to reach the expected goals for their age.
58. In the Nursery, opportunities are provided for children to get tools and materials independently in workshop areas. However, children's own ideas and skills are not always used and developed sufficiently because materials are often ready-cut. Nevertheless, good opportunities are provided for children to develop imaginatively, for example, by dressing up in role-play areas.
59. In the Reception classes, skills are built up well, based firmly on what children have acquired in the Nursery. For example, good teaching and learning were observed when they used head-dresses creatively. This work was based on the book *The Bad Tempered Ladybird*, so it included good links with other areas and provided many opportunities for children's imaginative ideas to be developed. Opportunities to share fruit, make collages, and paint pictures promote the language of colour and pattern, and link well with ideas in science using senses, such as taste and touch. As a result, children's awareness of their senses is successfully developed. Children also receive good opportunities to sing, and have acquired a repertoire of appropriate songs, which they clearly enjoy performing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Teaching and learning are good.
- Nearly all pupils achieve well.
- Speaking skills, including pupils' general vocabulary, are often below average.
- Younger pupils seem to lack confidence in their writing.
- The subject is well led and managed.
- Lack of consistency in marking is evident.

Commentary

60. The school has made much improvement in English since the last inspection. The proportion of pupils attaining above the level normally expected increased considerably in 2004. Overall, teaching and learning are good. By the end of Year 6, the achievement of pupils, including those on the register of special educational needs and many of those with English as an additional language, is good overall. Considering the well below average attainment of this year group when they entered the school, their progress at High View has been good and no significant gender or ethnic differences in learning are evident.
61. Nearly all pupils listen well during lessons, giving full attention to what others say. However, standards in speaking are below average throughout the school. Many pupils respond confidently to questions, as was observed in many lessons. Strategies, such as role-play, circle time and paired reading, are employed to provide them with opportunities to express themselves. For example, an effective use of role-play was observed in a Year 5 class when pupils rehearsed a script. However, many pupils use colloquial patterns of speech that are characterised by short sentences and restricted vocabulary. Opportunities to show pupils more precise forms of spoken English, offering them alternative words and asking them to use and repeat these words, are often missed. Furthermore, pupils do not always project their voices to take account of the size of the space in which they are speaking and the distance to the furthest part of their audience. These aspects are not well developed and the approach to assessing speaking and listening skills is insufficiently detailed to adapt planning to meet pupils' various needs in this respect.
62. Standards in reading are broadly average in Years 2 and 6, despite low starting points. This good achievement is at least in part due to the high profile that reading has received. This strong emphasis was evident in the way that reading is routinely celebrated during assemblies. Other factors contributing to the development of pupils' reading skills include a successful programme that relates to the teaching of phonics (a strategy in which pupils are taught the relations between letters and their sounds, so that they can read new words), reading recovery, paired reading and reading at home. All of these methods enable younger pupils to recognise the words in text. As pupils grow older and become increasingly confident and skilful in the use of such methods, they develop competently as independent readers. A weaker element was that many pupils were unsure of favourite authors or other preferences. Furthermore, the school's library is poorly stocked, which has an adverse effect on the development of pupils' skills in the use of non-fiction to seek factual information. Their use of information and communication technology to get information is, however, well developed.

63. In the pupils' work that was seen, standards in writing were often below average, although the work of many pupils in Year 6 showed signs of rapid progress and growing confidence. This improvement reflects the school's decision to focus on improving teaching, learning and general provision in this aspect of English. Higher-attaining pupils in one Year 6 class were observed identifying features of informal and old English, while those in the other class analysed the structure of complex sentences. A group of Year 4 pupils identified main features in a newspaper article. Pupils in younger age groups, especially those of lower and middle attainment, found it difficult to express ideas in writing unaided without making frequent grammatical and spelling errors. The main reason is that weaknesses in their spoken English are reflected in their writing.
64. In the majority of lessons observed, the quality of teaching and learning was good and contributed to good progress made over time. Owing to its carefully constructed and interesting curriculum, pupils nearly always respond positively in lessons. Teachers know pupils and their needs well, so mutual trust develops strongly and supports the overall effectiveness of teaching. The *National Literacy Strategy* is well understood and has been adapted well to meet the needs of pupils. Planning is carried out carefully and, as a result, lessons are well structured, with each skill based firmly on what has gone before. However, this careful approach is sometimes at the cost of restricting pupils' research and decision-making about their own learning, as it results in teachers' directing pupils' choices of activity. Teachers' marking of their pupils' work is generally up to date and conscientious. However, it is inconsistent. At its best, it includes much comment and offers pupils many ideas about how they can improve their work. In other classes, while work is corrected and encouragement is given, little dialogue about what to do next is provided. Teaching assistants are effective because they know the pupils and the community well, and provide well-informed and focused help.
65. Co-ordination of the subject is good. It is well led, resourced and managed by a co-ordinator with a clear vision for, and views of the importance of, literacy and how priorities in English should be developed over the next few years.

Language and literacy across the curriculum

66. The use of literacy skills across the curriculum is satisfactory, leaving room for further development. Focus on subject specific vocabulary is often good, for example, in numeracy and science. However, general vocabulary is not always sufficiently emphasised. The use of information and communication technology is insufficiently developed to promote literacy skills, though some, mainly older pupils indicated to inspectors that they frequently use the Internet at home.

French

67. Pupils in Years 5 and 6 make good progress in acquiring **French** vocabulary, which is the impact of effective teaching rooted in secure subject knowledge and appropriate planning of what should be taught. For example, what was seen was related to colour and pets. Achievement is good, although pupils are understandably at an early stage in learning French. Teaching and learning are provided in weekly sessions that form part of a planned creative afternoon for pupils in these age groups.
68. During a discussion with teachers, it was explained that the rationale is that pupils receive insights into the types of lessons that they might meet when they transfer to secondary schools. What was seen fulfilled this aim well, providing a good contribution towards pupils' growing confidence about transferring and what to expect.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- From very low starting points, pupils achieve well.
- Teaching is effective in helping pupils to make good progress.
- The National Numeracy Strategy has been implemented well.
- The subject is well led and managed.
- Procedures for the analysis and use of tests and assessments are good, although teachers' marking of work does not include enough advice about how to improve.

Commentary

69. Overall provision has improved since the last inspection. Current standards of pupils' work seen in Year 2 are a little below average and are average in Year 6. Overall achievement is good. Good progress is indicated, given children's low level of mathematical knowledge and understanding when starting school. For example, nearly all pupils in Year 2 have a sound knowledge and understanding of number, and use addition and subtraction in different ways to provide answers to simple problems. Work observed in lessons, and in examples of pupils' workbooks in Years 3 to 6, focused mainly on number, data-presentation and graphs. Pupils of different prior attainment were provided for well, with carefully planned work that took account of their previous knowledge and levels of skills. Provision for gifted and talented pupils is well under way, involving a link with another school. This link brings pupils of high talent together, allowing them opportunities to work on projects and ideas to challenge their abilities. Pupils with special educational needs are also well supported by adaptations to planned work. Teaching assistants provide good quality support.
70. The quality of teaching observed during the inspection was good, including a strong focus on basic skills, especially during mental arithmetic and oral sessions at the start of lessons. Teachers skilfully employed a wide range of resources and strategies, such as small whiteboards, number cards and games. These methods aid pupils' learning, offering them interesting situations that appeal to all pupils of whatever background or ethnicity. For example, in a Year 6 lesson, pupils enjoyed practising the six-times table on a bingo-style grid, marking off responses to rapid-fire questions from the teacher. This pacy session motivated pupils to concentrate on their card to see whether they might "win" by finishing first and calling "bingo". Teachers have good subject knowledge and plan carefully with clear explanations of what pupils are expected to know by the end of the lesson. This good planning ensures that the needs of all pupils are met. In nearly all lessons, teachers explained the main ideas and points clearly. It was often very apparent how each point followed a careful and logical sequence. This careful approach is effective in the context of a school where many pupils speak English as an additional language, as it helps pupils understand each step before moving to a more difficult idea. Good relationships and clear routines add to pupils' confidence. In consequence, they are attentive and focused on the work in hand and make good progress during lessons.
71. Teachers' marking is conscientious and up to date, indicating clearly whether pupils' work is correct or incorrect. However, it often contains few comments. As a result, pupils are neither informed about how they might improve in future, nor offered enough insight into what they might do next.
72. Leadership and management of the subject are good. The co-ordinator is knowledgeable and efficient and bases ideas for future developments on good analysis of tests and assessments.

Assessment information is also used to adapt plans of future lessons. Pupils' achievements are recorded regularly, so teachers are able to track progress towards pupils' targets. These targets are set every year for all pupils from Year 2 upwards. Expectations are high that pupils present their work well; this results in methodical setting out, and cuts down errors.

Mathematics across the curriculum

73. Pupils have satisfactory opportunities to use their mathematical knowledge in other areas of the curriculum. For example, measurements are used during observations and testing in science, design and technology and geography. However, information and communication technology, while often linked with graphical display in the computer suite, is not consistently used to support pupils' work in the classroom. In several observed lessons during the inspection, classroom computers were not used at all.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 6 have improved in recent years.
- Pupils' achievement is good, considering low starting points on entry to school.
- Pupils have good attitudes towards the subject and can apply their knowledge and understanding to everyday situations and to themselves.
- Teachers do not do enough to adapt the activities and tasks in lessons for groups of pupils of differing capability.
- Pupils' competence in the practical and investigative aspect of science is weak.
- There is a lack of a rigorous approach to the assessment of teaching and learning.
- Although areas for development are identified, they are not always followed up quickly enough.

Commentary

74. At the time of the last inspection, weaknesses in provision led to key issues in science. These difficulties were associated with unsatisfactory teaching and learning of practical and investigative skills. Since then, good developmental work has occurred in this area and standards have improved considerably. Pupils' results in National Curriculum tests at the end of Year 6 in 2004 show continued improvement and are better than those of 2003. Overall standards in the present Year 6 are at the level expected nationally. Nevertheless, pupils' skills and competence in scientific testing remain lower than in other aspects of their learning.
75. In Year 2, standards are currently below the level expected nationally, although they are slightly better than previously. As in Year 6, pupils find observational and experimental work difficult, which reduces overall attainment. Part of the reason is that their spoken language is restricted in vocabulary and grammatical flexibility, so they struggle with expressing complex ideas. To some extent, this feature is understandable, as many pupils speak English as an additional language, so time is needed for their patterns of speech to reach what is normally expected. Several native speakers of English also enter the school with low attainment in this respect, and their progress is similarly affected. Nevertheless, learning in practical and investigative science is restricted also partly because pupils do not receive sufficient opportunities to pose scientific questions, since teachers make the decisions about how investigations are carried out. These weaknesses continue into how work is recorded and, unless teachers closely direct what is written, scientific recording is descriptive rather than explanatory and uses pictures rather than tables and diagrams. However, bearing pupils'

starting points in mind, achievement of all groups of pupils is good through the school. For example, purely factual knowledge is often sound in Years 2 and 6, in understanding of the processes of life and living things, materials and their properties and physical science. Year 2 pupils have a secure awareness of plants and animals found in a local habitat. Pupils in Year 6 have undertaken a good deal of revision during the early part of the term prior to the inspection, which has consolidated their factual knowledge effectively, so nearly all are attaining at least the expected level in the main areas of the subject.

76. Teaching and learning are satisfactory overall, including a few lessons that were of good quality. In the good lessons, pupils enjoy a wide range of practical experiences and are ably supported by teachers who challenge perceptions and develop understanding well through questioning. For example, Year 2 pupils investigated how to make circuits with batteries and bulbs and responded with interest and enthusiasm, because they were encouraged to think for themselves and develop their own methods of testing. Adaptations of planning were a weaker aspect in the satisfactory teaching. In several of these lessons, teachers planned the same work for a whole class, without taking sufficient account of the range of pupils' needs and prior learning. Support for lower-attaining pupils or those with special educational needs is not always provided, so this type of adaptation is essential.
77. Leadership and management are satisfactory and an adequate range of procedures for monitoring provision is used to check quality. However, science is not currently a main priority on the school's development plan and resources are limited. As a result, lessons are sometimes rescheduled as equipment is already in use in another classroom.
78. Good uses are made of new technology to support teaching. For example, in a Year 3 lesson a digital camera was employed to record results on the function of roots as they transported coloured water to other parts of a plant. In a good lesson in Year 5, a teacher used an interactive whiteboard very effectively to demonstrate how seeds are dispersed. However, classroom computers were not used as often as they might have been during observed lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Provision has improved considerably since the last inspection.
- Co-ordination of the subject, teaching and learning are good.
- Planning for the future is good.
- Classroom computers are not used as efficiently as they might be.

Commentary

79. At the time of the last inspection, information and communication technology was a major focus of the school's developmental planning. The subject's importance was recognised, but not reflected in either the use of resources or teaching, owing to lack of confidence and knowledge amongst teachers. What was taught was severely restricted, so that when pupils transferred to secondary schools, they had experienced little use of computers to control devices, little use of sensors or other equipment to monitor situations, few uses of graphical programs, and little use of other types of new technology. Nevertheless, the school's approach to improvement was commended. A key issue involved raising standards by improving teachers' knowledge, and raising pupils' confidence and expectations. Considerable improvement has occurred since then. Resources are now good and include programmable

floor robots, electronic musical keyboards, digital cameras, sensors and similar equipment. The computer suite is well equipped with sufficient work-stations, and each classroom has two computers that are available for pupils' use. What is taught is much better matched to what is required by the National Curriculum. Furthermore, work that was sampled and lessons that were observed in the computer suite achieved roughly the standards normally expected. In Year 2, pupils used computers effectively to research information. During the inspection, pupils looked for information on history. They used the computers to look at domestic objects of the past including, for example, washtubs, dolleys and copper instruments. They compared these items with modern equivalents, including washing machines and electric kettles. By Year 6, pupils have sufficient skills to create presentations with the use of relevant software, interrogate the Internet for information and explain several applications of new technology in the real world. Pupils, including those with special educational needs and English as an additional language, use word processing to support their written work.

80. The main reason for improvement has been good management and co-ordination of the subject. Successive co-ordinators have identified measures to improve provision and the headteacher has supported their work strongly. The present co-ordinator is very knowledgeable and is keen to continue developments further. She is aware of what needs to be done and is very clear about how to carry out her very good action plan.
81. Teaching and learning are good, which is a good improvement since the previous inspection. Improvements are based on teachers' increasing knowledge and willingness to use available programs and equipment. As a result, pupils' overall achievements are good. For example, pupils in Year 3 had previously used a digital camera to photograph their circle of friends. In an observed lesson, they retrieved their photographs and inserted textboxes, so they could type suitable labels and information. They succeeded well, matching normally expected attainment and, in some respects, exceeding it. For example, many pupils controlled these applications independently, using a sequence of buttons and toolbars to achieve the desired results. In another good lesson, this time in Year 1, pupils were introduced to ideas of how to control technology by directing the movements of a floor robot. They understood that the robot would carry out only the instructions that they had programmed into it, whether these were what they intended or not. By the end of the lesson, higher attaining pupils were able to program complex instructions.
82. Further examples of very good recent co-ordination of the subject include the provision of appropriate training to improve the contributions of teaching assistants; the development of a good code of conduct to ensure that pupils understand their responsibilities in the safe use of the Internet; and the construction of the school's website. Procedures for assessment are being introduced systematically, including the use of a portfolio that exemplifies different levels of expectation in the National Curriculum.

Information and communication technology across the curriculum

83. Programs that support subjects across the curriculum are taught effectively in the computer suite. Other types of new technology, including electronic keyboards, headphones and computer microphones, sensors and similar equipment are also used; for example, in science, music and literacy. However, classroom computers were frequently not in use in observed lessons. The co-ordinator is well aware of this deficiency and teachers confirm that she is currently drawing their attention to it, and is providing ideas and information about how to rectify it.

HUMANITIES

84. Only one lesson in **history** was observed and none in **geography**, so no overall judgements of provision have been made in these subjects. Planning and samples of pupils' work were scrutinised. Judgements about what was seen have been made.
85. Teachers' planning is thorough, indicating good opportunities for pupils to acquire knowledge and learn the required skills in both history and geography. Timetabling suggests that appropriate amounts of time are allocated to both subjects in order to cover the requirements of the National Curriculum. Sufficient resources such as books and artefacts are available to support learning. Resources are up to date and sorted well into boxes for each of the topics, so teachers can collect what they need without wasting time. The school makes good use of the local authority's stock of resources.
86. Teaching in the one history lesson that was observed was satisfactory. This lesson was in Year 4. A good feature was how the teacher generated discussion. As a result, pupils were involved and interested and they gained new knowledge about the Aztecs and their gods. Work set in this lesson was appropriately matched to the different levels of ability, and pupils with English as an additional language were well supported. A discussion between an inspector and pupils in Year 6 revealed that these pupils enjoy history and often make visits to museums related to topic work. Most pupils in the group had adequate recall of the topics that they had studied. They knew many facts about, for example, the Tudors and Romans. Work in pupils' books was well presented and regularly marked, although marking was not used consistently to explain how pupils might have done better. Art and design is used well in history. For example, pupils have painted designs for shields in the style of the Romans, and they have appraised Victorian art work and Aztec patterns.
87. In both history and geography, analysis of planning indicates that topics are studied systematically and in depth, with good emphasis on independent research work.
88. Co-ordinators for both history and geography are knowledgeable and have a keen interest in their subjects. Ideas and information gained from different sources are effectively disseminated. Consistent uses of assessment to support planning and to check pupils' progress are being developed. Although not all elements of these subjects were a focus for the inspection, it is clear that the overall management of both is at the least satisfactory.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The specialist knowledge and experiences that are gained from visits, visitors and pupils themselves are used effectively to enhance learning.
- The overall quality of teaching and learning is good.
- Good co-ordination is at the heart of good provision in this subject.

Commentary

89. At the time of the last inspection, standards in religious education were in line with those expected in the locally agreed syllabus at the end of Years 2 and 6. These standards have been maintained and, in some respects, improved upon. In Year 2, for example, very good teaching involved a visit to the church of *St Mark's* in Battersea. Pupils walked to the church sensibly with their teachers and listened very attentively to a talk by a member of the congregation, who gave many insights into the building and explained Christian involvement in the locality. It was very apparent that pupils made a lot of progress. Their own questions were

of good quality and their recall on return to the school was good. Pupils' achievements were good as a result of this good provision. Strong teaching was observed in Year 6, which focused on the importance of prayer in Islam. A Muslim member of the class explained the significance of washing before prayer, showed his prayer mat to the class and demonstrated various elements of prayer itself. This pupil also chanted from the Qu'ran. All pupils were respectful and this involvement of a classmate to support learning worked well. Pupils listened very attentively and acquired considerable accurate information from a member of the faith community that they were studying. Visits, visitors and pupils with knowledge of the main faith communities in the locality are used well to support work in the subject. Several other

examples of this type of involvement were observed. When pupils are involved in this way, it contributes much to their personal development, raising their self-esteem and increasing overall cultural awareness.

90. The overall quality of teaching and learning is good. Teachers' methods are a strong feature of this provision. For example, very good account is taken of the specific knowledge of different pupils, so their experiences of what it means to belong to a faith community are shared. As they respond well to other pupils taking a lead in their lessons in this way, good quality factual information is acquired. At the same time, teachers are good at leading discussions and bringing out those ideas learnt from religions. Good moral and social development ensues and, in these ways, what is included in the locally agreed syllabus is taught and learnt effectively. Learning is based on securely planned steps. A telling example occurred in a good lesson in Year 5. Pupils were introduced to the idea of symbols and their importance in conveying religious meaning. Representations of a variety of religious symbols were handed out. Pupils were encouraged to make notes of their own ideas and responses to what they were given. The teacher skilfully pointed out the amount and range of ideas and meanings that pupils had attributed to what they had seen. By the end of the lesson, pupils were able to identify all the representations, could associate each with the correct religion and knew something about the significance of each. This good learning led to good progress and achievement.
91. The good provision in the subject is based on good co-ordination. The co-ordinator manages the provision very effectively. Monitoring includes checks of pupils' work and displays, and appropriate feedback is given. The latest information gathered from courses and local meetings is passed on conscientiously.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. It was possible to observe only one lesson directly in art and design, and two in music. No lessons in design and technology were seen. Overall judgements of provision have therefore not been made in these subjects. However, samples of work were available and discussions were held with staff and pupils, so the quality of these aspects has been reported.
93. The quality of teaching and learning in the lessons that were observed was consistently strong. It was good in the art and design lesson in Year 2, and in a music lesson in Year 1, and very good in the other music lesson, in Year 3. Teachers' subject knowledge and understanding in all these lessons was generally very good. A specialist has recently been appointed to teach music. In the art and design lesson, the teacher's explanation and demonstration of skills and techniques were major contributory strengths to the good learning that resulted. Standards in all these lessons were around those normally expected and pupils' achievement was good.
94. In **art and design**, good achievement was also reflected in work that was displayed around the building. Much of this artwork was representative of styles and skills of artists in the past.

Good cultural links with history were therefore evident. For example, pupils in Year 5 produced good quality, often recognisable, silhouettes of faces in a Victorian style, and in Year 4, very convincing Aztec patterns were used to decorate representations of historical artefacts such as shields and pots. Much of this work indicates a careful emphasis on detail and the use of resources. Pupils explained that they enjoy art and design and concentrate on using the skills that they have been shown. Pupils in Years 5 and 6 recalled occasions lower down the school when they had looked at the work of famous artists, such as Van Gogh and Picasso, and researched *The Mona Lisa* on the Internet. They knew that *The Mona Lisa* was the work of Leonardo Da Vinci, recalling a number of facts about him. It emerged that standards were around those normally expected and suggested that achievement was probably good.

95. **Music** that makes a good contribution to the daily life of the school was observed. When pupils sang in assembly, their command of rhythm and timing was good, they kept together well and were generally in tune and accurate. However, expression and variations in volume to match the mood of the words were not so evident. The newly appointed specialist is aware of such weaknesses and her strategy for improving pupils' skills of performance, before moving on to composition and appraisal, is a good one. She is clearly a very good teacher and co-ordinator, whose approach is already raising pupils' confidence and self-esteem. Pupils in Year 6, during a conversation with an inspector, explained that they had noticed an increased challenge and expectation of their performances.
96. Very few examples of **design and technology** were seen. What was seen included little evidence of pupils' involvement in evaluation of what they had made in order to improve designs and products. The subject co-ordinator has identified that this aspect of the subject has not had a high enough profile in recent years. Her action plan includes strategies to improve it and to ensure a clearer separation of the content of design and technology and that of artistic design. Nevertheless, older pupils recalled working on an adequate number of models and products during their time in the school, including work with food and textiles.
97. The elements of co-ordination and management inspected were good. In all three subjects, the co-ordinators were clear about what needed to be done and explained good strategies for rectifying weaknesses that had been identified. Systems to keep track of and replenish resources are generally satisfactory. In music especially, resources have improved considerably since the appointment of the specialist.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Planning for the whole ability range is good.
- There is a comprehensive curriculum covering all aspects of physical education.
- Resources are good.

Commentary

98. Pupils' overall attainment is around what is normally expected for their ages. In lessons that were observed, standards were generally close to what is normally expected. These lessons focused on dance and games in Years 1, 3, 5 and 6. In the games lesson, pupils demonstrated a high standard of skills in controlling a ball, and a good awareness of team work. In all the lessons, pupils' awareness and use of space was good.

99. Overall, the quality of teaching is satisfactory and contains good, sometimes very good, features. For example, in good teaching in Year 3, the teacher's good subject knowledge, judicious use of praise, good management of pupils and effective demonstration produced good learning and good achievement. By the end of the lesson, nearly all pupils, including those with special educational needs, put separate movements into extended sequences that matched the normally expected level. Pupils were shown how to improve and make good progress. Teaching was very good in the games lesson, because the subject co-ordinator and specialist instructor worked together very effectively, sharing the direct teaching and ensuring that tasks were appropriately challenging to all pupils. As a result, pupils with higher levels of skills made rapid progress from their higher ability. Both adults gave constant encouragement to pupils, and explained to them how to improve. The combination of good planning, fast pace, good match to ability and positive advice resulted in very rapid progress and achievements. Supporting staff were usefully deployed, working with groups or individuals. Swimming is taught by qualified coaches in Years 3 to 6, and records indicate that pupils make good progress. The range of sports taught changes appropriately depending on the seasons. Resources are good and are used effectively to support pupils' learning. For example, indoor apparatus is used to support work in gymnastics. These opportunities together mean that the curriculum is wide and covers all aspects of physical education well, which represents sound improvement since the last inspection.
100. Leadership and management of the subject are good. All pupils are given equal opportunities to succeed, irrespective of ethnicity or background. Pupils with English as an additional language are fully included and explanations of what to do take account of their linguistic skills. Boys and girls have equal access to all sports activities. The co-ordinator has clear aims for developing the subject. The recent implementation of a new scheme of work is beginning to have a positive impact on standards. Planned monitoring and newly agreed assessment procedures are set to raise standards further. Links with the community are good, and include the use of the local sports centre and the swimming pool.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

101. Only one personal, social and health education lesson was observed, so overall judgements of provision have not been made. The quality of teaching and learning in the Year 6 lesson that was seen was very good and standards were around those that are normally found. In this lesson, pupils discussed issues related to bullying and friendship. Their ideas were mature and sensible. For example, the teacher introduced a photograph of her best friend and explained some of the things that they enjoy doing when they are together. Pupils followed this example well and nearly all of them contributed ideas, which included sleepovers, going on holiday with the friend's family, and shopping. At times, considerable depth was achieved, especially in situations where best friends might have moved and now live far away. Pupils were quick to condemn bullying and unkindness. This opinion reflected that of a group who spoke to an inspector. These pupils were adamant that they would not tolerate any racist name-calling or similar behaviour. Many of them were very clear that they would report incidents, even if they were not the subject of the taunts themselves, as they saw this behaviour as completely unacceptable.
102. Other provision includes lessons known as *Circle Time*, in which pupils are able to raise matters that concern them personally. The school meets its statutory responsibilities with respect to sex education and raising awareness of the dangers of misusing drugs and medicines. Visits and visitors are also planned to enhance pupils' learning about safety and citizenship. Visitors include the school nurse, the local police and representatives from the fire service. Teaching and learning about democracy through the use of an elected school council, whose members report back to their classes, is currently not fully in place, although the subject co-ordinator's planning includes a renewed focus on this provision.

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	3
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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
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
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Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).