

ERRATUM SLIP

Jessop Primary School

Unique Reference Number: 100572

Contract Number: 267109

Date of inspection: 27/09/2004

Reporting inspector: Keith Homewood

INSPECTION REPORT - the following paragraph should read as follows:-

PART A: SUMMARY OF THE REPORT

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership and management and has clear vision for moving the school forward. The leadership and management of senior staff has been limited by financial constraints. They have not been able to be released to monitor class work. Therefore, they have not been fully effective in helping the headteacher raise standards. The governance of the school is satisfactory and statutory responsibilities are met. The school improvement plan is clear and detailed. It correctly identifies the areas for improvement to raise standards. The school's strengths and weaknesses are understood well and there is a shared commitment to improve.

INSPECTION REPORT

JESSOP PRIMARY SCHOOL

Herne Hill

LEA area: Lambeth

Unique reference number: 100572

Headteacher: Ms M Clarke

Lead inspector: Mr K Homewood

Dates of inspection: 27–29 September 2004

Inspection number: 267109

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
Number on roll:	211
School address:	Lowden Road Herne Hill London
Postcode:	SE24 0BJ
Telephone number:	0207 274 2333
Fax number:	0207 274 5367
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms D Dodds
Date of previous inspection:	2 December 2002

CHARACTERISTICS OF THE SCHOOL

Jessop Primary School is situated in the Herne Hill area of Lambeth. The school is slightly smaller than other primary schools nationally. There are 182 full-time pupils on roll from Year R to Year 6. Ninety boys and 92 girls aged four to eleven arranged in seven mixed ability classes. The school has a Nursery with 16 part-time and 14 full time children attending. Nine boys and 20 girls. The vast majority of pupils attend from the local area and join the school from their fourth birthday. The school's cultural mix is diverse. Twenty four per cent of pupils come from Black Caribbean backgrounds, 21 per cent from White British backgrounds and 14 per cent from Black African backgrounds. There are 48 pupils who have English as an additional language. Six pupil are at an early stage of English acquisition. Home languages include Somali, Spanish, Yoruba, Twi, Portuguese, French, Swahili and Bengali. About 34 per cent of the pupils are eligible for a free school meal; this proportion is higher than the national figure. Nearly 40 per cent of the pupils are on the list of pupils with special educational needs, a higher proportion than the national figure. Their needs mainly concern literacy, speech and behaviour. There is high pupil mobility at the end of Year 2 as pupils move on to private and other schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21627	Mr K Homewood	Lead inspector	Science Physical education Personal, social and health education
32677	Mr B Horley	Lay inspector	
19852	Mr M Fowler	Team inspector	English Information and communication technology Geography History Religious education Special educational needs
32142	Mrs B Richmond	Team inspector	Early years Mathematics Art and design Design and technology Music English as and additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Jessop Primary School is a sound school. Children enter the school towards their fourth birthday with standards that vary from broadly average to below average. Entry standards are currently below average but the children make good progress in the Foundation Stage. After the age of seven, high-attaining pupils tend to leave the school to go to private and other schools. Many pupils who join the school have either special educational needs or English as an additional language. By the time they leave the school at Year 6, most pupils have made satisfactory progress and their achievement is satisfactory. However, in the last two years, the progress pupils have made is reported as having been adversely affected by a high level of staff turnover which has led to weaknesses in teaching. This has meant that standards have not been as good as they should have been. Overall, the quality of teaching and learning seen in the inspection is satisfactory. The leadership and management are satisfactory and that of the headteacher good. She provides clear vision and direction for the school. The school provides good care and support for all pupils, valuing them as individuals and seeking and acting on their views. The school is rich in its cultural diversity. Links with parents are good and the school has very strong relationships with the local community. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good.
- The school's ethos ensures that all pupils are valued as individuals.
- The quality of education provided and standards in the Nursery and Reception classes are good, as is the provision for pupils with special educational needs.
- The provision for spiritual, moral, social and cultural development is good.
- Support staff contribute well to the pupils' learning and their well-being.
- Pupils have very good trusting relationships with adults in the school.
- Links with the community are very good, as is the information provided to parents.
- Standards in English, mathematics and science, particularly in Key Stage 2, need to be consistently better, as does the use of assessment to help raise standards.
- The role of the leadership team is underdeveloped, particularly in helping raise standards.
- The standard of teaching and learning, though satisfactory overall, needs to be higher to optimise pupils' achievements.

The school has made satisfactory progress since the last inspection but the issues raised at that time are still relevant. Teacher recruitment and retention problems along with a significant deficit budget have limited the speed at which the school can improve. These issues are being resolved successfully.

STANDARDS ACHIEVED

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

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

Overall, pupils' achievement is satisfactory. By the end of Reception, children achieve average standards in relation to the goals children nationally are expected to reach. During the inspection, pupils in Years 1 and 2 achieved satisfactorily and standards were average in reading, writing and mathematics. Pupils in Years 3, 4, 5 and 6 achieved satisfactorily and standards were average in English and science, but unsatisfactory in mathematics. In the 2003 national tests, seven-year-olds achieved standards above the national average in reading but below average in writing. Standards were average in mathematics. The unvalidated national test results for 2004 showed that standards have fallen noticeably. In the 2003 national tests for 11-year-olds, standards were in the lowest five per cent nationally in English and science and well below average in mathematics. The unvalidated national results for 2004 showed an improvement in English but results for mathematics and science were similar to 2003. The school reports that weaknesses in teachers' planning and a lack of challenge were contributory factors to the mathematics and science results. Good teaching in English helped raise standards.

Pupils' personal qualities including their spiritual, moral, social and cultural development, are good. Pupils' attitudes towards their work are overall satisfactory, as is their behaviour. Pupils' attendance is satisfactory and their punctuality is good.

QUALITY OF EDUCATION

The quality of education provided is satisfactory. Teaching is satisfactory overall. It is good in the Foundation Stage and in Years 1 and 2 and sound for pupils in Years 3, 4, 5 and 6. Some very good teaching takes place and has a positive influence on learning and achievement. A very small percentage of teaching is unsatisfactory and limits the progress pupils make. The use of assessment is not consistent and this limits the effectiveness of planning, particularly in mathematics in the junior classes. Overall, learning is good in the Nursery, Reception and Years 1 and 2 and satisfactory in Years 3, 4, 5 and 6. The curriculum provision in the Nursery and Reception is good and satisfactory throughout the rest of the school. There is good support for learning outside the curriculum and participation in sport is good. Pupils with special educational needs are provided for well and their achievement and learning are enhanced by the good support from teaching assistants. The care and guidance provided by the school are good, as is the partnership with parents. Community links are very good and contribute well to the pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership and management and have clear vision for moving the school forward. The leadership and management of senior staff has been limited by financial constraints. They have not been able to be released to monitor class work. Therefore, they have not been fully effective in helping the headteacher raise standards. The governance of the school is satisfactory and statutory responsibilities are met. The school improvement plan is clear and detailed. It correctly identifies the areas for improvement to raise standards. The school's strengths and weaknesses are understood well and there is a shared commitment to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school, its work and the quality of education provided. Pupils like their school and are happy. They like being asked for their views and opinions and involved in decision making.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science, particularly in the junior classes.
- Improve the quality of teaching and learning, particularly in the junior classes.
- Ensure the effective use of assessment to help raise standards.

- Strengthen the role of the leadership team.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is satisfactory, as judged in the inspection. It is good in the Foundation Stage and satisfactory in Key Stages 1 and 2. Standards in English and science are average in Key Stages 1 and 2. Standards in mathematics are average in Key Stage 1 but below average in Key Stage 2. Pupils with special educational needs and those for whom English is an additional language achieve satisfactorily. There are no noticeable differences between the achievement of boys and girls.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well.
- Pupils in Key Stage 1 achieve well in mathematics.
- Standards in English, mathematics and science are not improving consistently.
- Standards in mathematics are below average in Key Stage 2 and achievement is unsatisfactory.
- Pupils are not always consistently challenged to achieve their best, particularly in Key Stage 2.
- Pupils with special educational needs achieve well in Key Stage 1.
- The school exceeded its 2004 National Curriculum targets for 11-year-olds in English, mathematics and science.

Commentary

1. The 2003 National Curriculum test results for Year 2 were above the national average in reading but below the national average in writing. Standards were average in mathematics. Compared to those in similar schools, standards were well above average in reading, writing and mathematics. Results in Year 6 for the same year were well below average in English, mathematics and science and within the lowest five per cent nationally for English and science. Comparing these results to those attained when these pupils were in Year 2, standards remained similar. The school's information shows that there was a high percentage of 11-year-olds with special educational needs in the year and pupils capable of attaining standards above average left as they progressed through Key Stage 2. However, there were also reported weaknesses in teachers' planning and a lack of challenge in previous years.

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

Standards in:	School results	National results
Reading	16.3 (17.3)	15.7 (15.8)
Writing	14.2 (16.7)	14.6 (14.4)
Mathematics	16.3 (19.0)	16.3 (16.5)

There were 43 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	22.6 (28.5)	26.8 (27.0)
Mathematics	24.6 (27.9)	26.8 (26.7)

Science	24.7 (30.3)	28.6 (28.3)
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There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Results of the unvalidated 2004 tests for seven-year-olds showed that standards in English dropped, with too many pupils achieving below the average Level 2. In writing, no pupil attained the higher Level 3. In mathematics and science, the results were similar to 2003 although the percentage of pupils attaining at Level 3 was slightly lower. The unvalidated 2004 national test results for 11-year-olds show an improvement in the number attaining Level 4 and above in English. In mathematics, standards were similar to 2003, with only half of pupils attaining the average Level 4 and very few attaining Level 5. Standards in science declined with just half of pupils attaining Level 4 and above. However, in each subject the school exceeded its target, especially in English. There is no national comparative data available at this stage of the school year.
3. The school's information on seven- and 11-year-olds for the last two years shows that weaknesses in teaching due to the employment of temporary teachers have been a contributory factor to the low standards. High pupil mobility at the end of Key Stage 1 is also a typical feature for the school and most pupils who join have special educational needs or English as an additional language. This factor has been particularly noticeable in the last two years and has also contributed to the school's low results. The school now has permanent teachers but, whilst standards for seven-year-olds are expected to be better in 2005, in mathematics particularly, very few 11-year-olds are expected to achieve Level 5. Standards have not risen consistently well since the last inspection. The school recognises this as a key issue for improvement.
4. Achievement is good for children in the Foundation Stage. When children start in the Nursery their attainment varies but is overall below average. By the time they enter Reception, they have made good progress and their attainment is broadly in line with the standards expected of children at their age. They have continued to make progress by the time they enter Year 1, and have attained most of the goals in the areas of learning. Children exceed the expected goals in personal, social and emotional development by the end of the Reception Year.
5. In lessons and work seen, standards are average in English and science in Key Stages 1 and 2 and also in mathematics in Key Stage 1. In Key Stages 1 and 2 achievement is satisfactory in English and science and in mathematics in Key Stage 1. However, standards are overall below average in mathematics in Key Stage 2 and achievement is unsatisfactory. This is because many teachers do not monitor pupils' progress well and they do not set clear targets to ensure the pupils improve more rapidly. There has also been insufficient regular practice of number facts and mathematical skills. The development of literacy and numeracy skills across the curriculum has been inconsistent and this impacts on the pupils' abilities to consolidate skills and apply them in a wide variety of situations, for example, diary writing in history and measuring and calculating in design and technology.
6. Attainment on entry varies from year to year, from below average to average. For the last few years it has been below average. The headteacher has worked hard to improve standards but recruitment and retention problems in previous years and a significantly high deficit budget have not helped. However, the school is now entering a period of stability. The improved staffing situation and, with the support of the local education authority, a rapidly improving budget mean that the school can specifically focus on raising standards. The school's analysis of assessment data is now providing a clear picture of the strengths and weaknesses in teaching and learning and the impact these have on standards. It is enabling the school to set targets and track pupils more thoroughly. However, whilst this information is readily available to all teachers, assessment procedures on a daily basis in classrooms are not used well by many teachers. Therefore, assessment has yet to bring about a more rapid rise in standards. Monitoring of standards in classrooms, particularly in Key Stage 2, is underdeveloped and is an area of priority for the leadership team.

7. Standards in information and communication technology are above expectations in Year 1 and in line with expectations in all other years. Achievement is satisfactory overall. Standards in religious education are in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. It was not possible to make overall judgements about standards in art and design, design and technology, geography, history or music. Standards in physical education and in personal, social and health education, including citizenship, are in line with expectations and pupils achieve satisfactorily.
8. Throughout the school pupils with special educational needs achieve satisfactorily, although pupils in the Foundation Stage and Key Stage 1 achieve better because of the generally better quality of teaching. However, in all classes, teaching assistants provide pupils with good support and this ensures they are on course to meet the targets specified in their individual education plans. Pupils for whom English is an additional language achieve satisfactorily.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and punctuality is good. Pupils' attitudes and behaviour are satisfactory. Pupils' personal development including spiritual, moral, social and cultural development is good. Very good relationships are promoted throughout the school.

Main strengths and weaknesses

- Attendance and punctuality are improving because the school has good systems to record and monitor them.
- Very good relationships, including racial harmony, are promoted very well by the school.
- The pupils are prepared well for the responsibilities of living in a multi-cultural community.
- The personal development of pupils is good and the school provides well for pupils' spiritual, moral, social and cultural development.

Commentary

9. Pupils' attendance rate is now satisfactory and has improved significantly over recent years. The school has worked hard to introduce very effective procedures to record and monitor pupils' absence. Action is taken immediately to contact parents of any child absent without notice. The number of pupils being absent for family holidays has declined. The system for dealing with lateness is equally rigorous and punctuality is good, with most lessons starting promptly.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.1
National data:	5.4

Unauthorised absence	
School data :	0.4
National data:	0.4

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

10. In reply to the inspection questionnaire, most pupils stated that they enjoy coming to school and that their lessons are interesting and fun. They have satisfactory attitudes to the school and learning. Behaviour around the school and at playtimes is good but in some classes there are instances of inappropriate behaviour where teaching fails to engage pupils' interest. In the Reception Year children's attitudes and behaviour are good and most should achieve the Early Learning Goals in personal, social and emotional development. In the previous year there were seven fixed term exclusions and one permanent exclusion. The school works well with the

pupils concerned, their parents and outside agencies such as the Afro-Caribbean Mediation Group to provide effective help and support.

11. The school provides well for pupils' personal development. This is monitored by class teachers, who keep a record of relevant items to inform their planning for each individual. Where needed, pupils receive individual mentoring in areas such as learning and self-confidence, provided by the school learning mentor and the Afro-Caribbean Mediation Service. Within the school there is a school council with elected representatives from each year. They are effective in raising money for charity and have started to be involved in decision making such as improving the playground. Other roles such as 'playground buddies' give pupils the opportunity to take on responsibility.
12. There is a high degree of racial harmony and pupils from various ethnic groups work and play well together. Racial incidents are rare and any instances of bullying are dealt with quickly and effectively. Relationships between pupils and with adults are good. Virtually all the pupils who completed the questionnaire agreed that other children are friendly.
13. Pupils learn well the responsibilities of being in a community within the school and within the wider local community. The school is used regularly by local groups including the Poplar Youth Organisation where many pupils benefit from the school facilities outside the school day. They have also been involved in the development of the local park.
14. The school provides well for pupils' spiritual, moral, social and cultural development. During the inspection assemblies considered how children with disabilities could still achieve great things, referring to the Paralympics. The various religions of the pupils were respected as they were asked to pray to the god that their family believes in. The multi-cultural nature of the pupils and the local community is celebrated throughout the school. Wall displays are often in a variety of languages and show examples of different cultures and customs. Black History Week involves the school, parents and members of the local community, as does the International Evening when food from many nations is brought in to be shared by all.

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	44	0	0
White – any other White background	19	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	12	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	1	0	0
Black or Black British – Caribbean	51	5	0
Black or Black British – African	29	1	1

Black or Black British – any other Black background	26	1	0
Chinese	2	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is sound. Teaching is good overall in the Foundation Stage and Key Stage 1, and is satisfactory in Key Stage 2. The curriculum provision in the Foundation Stage is good and satisfactory in Key Stages 1 and 2. Pupils are well cared for and they are happy. The partnership with parents is good and very good links are made with the local community.

Teaching and learning

Overall, the quality of teaching and learning is satisfactory. It is good in the Foundation Stage and Key Stage 1 and satisfactory in Key Stage 2. The thoroughness of whole-school assessment is satisfactory, with strengths in the Foundation Stage and Key Stage 1. Overall, the use of assessment strategies in classrooms is satisfactory but it is strongest in the Foundation Stage and Key Stage 1, with some weaknesses in Key Stage 2.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are good and assessment is very good.
- In lessons seen, pupils in the Foundation Stage and Key Stage 1 are taught well and this ensures they learn well.
- The use of teaching assistants and support staff is good throughout the school.
- In some classes in Key Stage 2, pupils are not challenged enough and expectations are unsatisfactory.
- In some classes in Key Stage 2, pupils do not know what they need to do to improve because their teachers are not using assessment consistently well on a daily basis to track progress and set targets for improvement.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (13%)	21(52%)	10 (25%)	4 (10%)	0	0

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

15. Overall, the quality of teaching and learning in the Foundation Stage is good. The strongest teaching was seen in personal, social and emotional development where children are learning successfully through purposeful play, small focussed group activities and through whole class sessions. Teachers and teaching assistants work well with the children and provide good opportunities for them to develop a strong sense of belonging to the school community. In the Nursery and the Reception class, the good quality of teaching ensures that children learn well and their achievement is good. Children are encouraged very well and the vast majority of them are fully engaged in their learning. Throughout the key stage, teachers use assessment very well and, as a result, teachers respond well to individual needs. This ensures that the

children's attitudes are very good and they achieve well. Children are prepared well for entering Key Stage 1. This is an improvement since the last inspection.

16. Overall, the quality of teaching and learning in Key Stage 1 is good and satisfactory in Key Stage 2. A small percentage of teaching is unsatisfactory in Key Stage 2. Where teaching is good or better it has a positive impact on pupils' achievement and the progress they make. However, over the last two years the school has suffered from recruitment and retention difficulties. This has meant that some classes have been taught by temporary and overseas teachers at some stage and some classes more than once. The school's monitoring of standards shows that in a number of classes, the quality of teaching and learning was unsatisfactory and this had a negative impact on standards and the pupils' achievements despite these teachers being given extra support. Recently, the school has been successful in recruiting permanent teachers. The quality of teaching and learning seen now is similar to that found at the time of the last inspection.
17. In lessons seen the quality of teaching and learning was good overall in English in both key stages and good in mathematics in Key Stage 1. Throughout the school, literacy and numeracy skills are not consistently developed in other subjects except in Year 2. In Year 2, English teaching is very good because the teacher has a very good subject knowledge and, in planning, objectives are clear with links made to other subject areas. Similarly, in mathematics pupils are encouraged well to record their mathematics and are confident with the methods they use before they progress to more formal methods in Key Stage 2. Teaching and learning in science are satisfactory. However, opportunities to develop experimental and investigative skills are not always provided and lessons are sometimes very long with the result that the pupils get restless. In science links with other subject areas are good.
18. In Key Stage 2, the quality of teaching and learning is impaired by lack of expectation and challenge in some lessons, particularly towards the beginning of the key stage. Pupils are not always fully engaged in these lessons, although the use of teaching assistants to support pupils with special educational needs is good. Whilst teaching and learning in English are good overall, not all teachers challenge pupils enough and the pace of lessons is not always brisk. In mathematics, whilst teaching and learning are satisfactory now, they have not always been so. This has resulted in pupils underachieving. However, during the inspection, pupils' achievement was satisfactory, although there was still a small percentage of unsatisfactory teaching. Teaching and learning in science are satisfactory. Pupils learn well when teachers challenge and probe pupils' thoughts. In a Year 6 lesson, pupils were encouraged to give clear explanations and reasons for their decisions when designing their own tests to investigate the effects of colouring on the evaporation of a liquid. However, in some lessons throughout the key stage pupils lack opportunities to carry out practical work and the pace of lessons slows because the teacher spends too much time talking.
19. Pupils with special educational needs and those for whom English is an additional language are generally taught well. Work is well matched to their needs and targeted through good individual education plans. The good support from skilled teaching assistants ensures that pupils with special educational needs make good progress. However, teachers' planning does not indicate how pupils who have English as an additional language will be supported when a specialist is not available. This means that their achievement is only satisfactory in Key Stages 1 and 2. However, in the Foundation Stage these pupils achieve well because planning is better.
20. The thoroughness of whole-school assessment is good, as is the analysis of the school's performance in national and optional tests. At the time of the last inspection assessment was judged as good but not enough use was being made of assessment data to track individual pupils' progress. This has now improved and there are detailed records on each pupil with targets and projections for immediate and future attainment. However, whilst teachers are provided with clear information on each pupil, their current level of attainment and a target level, few teachers are using assessment on a daily basis to monitor pupils' progress and to build

appropriate challenge and expectation into their planning to ensure pupils meet their targets. This is contributing to the slow rise in standards, particularly in mathematics and particularly in Key Stage 2. There is good use of assessment in the Foundation Stage and this forms a very solid base on which the rest of the school can build.

The curriculum

The range of curricular opportunities is satisfactory. Pupils are provided with a good range of extended activities outside the school day. The quality of the accommodation and resources is satisfactory.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good.
- Support for learning outside the school day is good.
- Opportunities for pupils to participate in sport are good.
- The match of support staff to the curriculum is good.
- Owing to financial and recruitment difficulties, curriculum development has proceeded slowly and the school's participation in the arts has been minimal. Both are now improving.

Commentary

21. The curriculum is satisfactory and meets all the statutory requirements of the National Curriculum and the expectations of the locally agreed syllabus for religious education. The provision of a curriculum for pupils in the Foundation Stage of learning has improved and is now good. The school has a satisfactory curriculum for personal, social and health education. The programme for citizenship is in the early stages of development but supported well through the school's strong involvement with the local community. The amount of time given to different areas of the curriculum is broadly satisfactory but the provision for art and music is limited by lack of staff expertise. However, the school has become involved in arts projects to help improve the provision. Opportunities for enrichment activities are good, especially the provision for sporting activities such as football, netball and cricket.
22. Overall, equality of access and opportunity is satisfactory. However, in some lessons, pupils are not consistently challenged and, along with weaknesses in teaching in previous years, this has meant that pupils are not achieving as well as they should. The provision for pupils with special educational needs is good. In English and other core subjects the curriculum has been adapted to meet the needs of these pupils and they access all areas of the curriculum well. The developing resource for Information and Communication Technology (ICT) provides a valuable tool in meeting extra needs. Pupils for whom English is an additional language are provided with satisfactory curricular support.
23. The curriculum provided in the Foundation Stage is successful for both Nursery and Reception children. This means that children are on target to meet most of the goals in the areas of learning by the time they enter Year 1. At the time of the last inspection, the provision in the Nursery was better than that found in Reception.
24. Until very recently, the process of developing the curriculum has been impeded by the high turnover of teaching staff and a significant deficit budget. Consequently, opportunities to make the provision more exciting have been limited; this has impacted on the school's wish to take the pupils to places of interest and on residential visits. Links between subject areas are not well developed but the leadership team and most subject leaders have identified the need to establish links to support the development and consolidation of key skills. This is working best in Key Stage 1 and in Years 5 and 6. There are innovative plans to enhance the curricular provision in ICT.
25. The good range of visitors to the school enhances the curriculum and extends pupils' learning in a variety of ways, for example in understanding cultural diversity and different faiths.

Members of the community share their expertise and contribute positively to the standards attained.

26. The large, spacious building is used well and further developments are envisaged such as the development of a practical art area and an artificial sports surface. However, the building has suffered from neglect and it has been an up-hill struggle for the governors and headteacher to overcome some of these difficulties. The school is now bright and welcoming and available space is used well to display pupils' work and celebrate their achievements. The spacious and well equipped ICT suite is a major asset to the school and is allowing a lot of interesting work to develop in this area of the curriculum. Two large halls are used well for many activities and the school has regular use of the local community recreation ground next to the school. The library is satisfactory and includes a suitable range of books and other resources. Resources for English, mathematics, science and ICT are good and support the curriculum well. Resources in other areas of the curriculum are satisfactory but are in need of development.
27. There are very helpful levels of teaching support throughout the school but the consistent supply of suitably qualified and experienced teaching staff has been a problem for the school in the past. However, the school is now fully staffed and this is beginning to provide a sound basis for current curriculum developments. The site manager and his team care for the school well and this ensures that pupils work and play in a clean and tidy environment which they respect and look after.

Care, guidance and support

The steps taken to ensure the pupils' care, welfare, health and safety are good. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Pupils have very good and trusting relationships with one or more adults in the school.
- The personal knowledge that staff have of their pupils is a strength but in some junior classes the use of assessment to help raise standards is not good enough.
- There are good procedures to ensure pupils work in a healthy and safe environment.
- Pupils are inducted into the school well in the Nursery and Reception classes and when they join later in the school.
- The school takes account of pupils' views well.

Commentary

28. The school offers a caring, secure and inclusive environment for all pupils. Pupils with special educational needs are well supported throughout the school. The support for pupils with English as an additional language is satisfactory. Nearly all pupils who answered the pupils' questionnaire stated that there is an adult that they would feel confident going to talk to if they were worried. In addition, the headteacher operates an 'open door' policy so that pupils know that they can talk with her if necessary.
29. The use of assessment data for tracking progress is now satisfactory overall but there are weaknesses in day-to-day assessment. In the Foundation Stage classes assessment is done very well. In the infant classes it is good overall but in the junior classes, although now satisfactory overall, in most classes it has not been rigorous enough to ensure pupils make sufficient progress in some subjects, particularly in mathematics. In Key Stage 2, teachers are not using assessment well on a daily basis. Many pupils are not involved enough in the assessment of their own work and setting academic targets for improvement. The school provides very good support for pupils' personal development through a planned programme led by the learning mentor.

30. Procedures to ensure the health and safety of pupils are good. The site manager and headteacher are regularly involved in risk assessments and they report appropriately to the health and safety committee of the governing body, who act promptly. Child protection procedures are good. Staff have had the relevant training, good records are kept and the child protection officer attends all relevant meetings.
31. Pupils joining the school are sensitively introduced and staff create very good, trusting working relationships with them and their families that are supportive and promote satisfactory learning. Children who join the Nursery or the Reception class have a phased induction to ease their transition into the school. During the summer term prior to starting school, there is a series of opportunities for both children and parents to get to know the staff and the school generally. Pupils who join the school later are inducted well because the school ensures that they have a 'buddy' to help them settle in and the headteacher keeps in regular contact with parents to ensure that the pupils settle in well.
32. The school council is well established and there are good procedures in place to ensure that all pupils contribute their own ideas for discussion. Each class has its own elected representatives. Meetings are regular and minuted. Pupils have been involved in working with the 'Friends of Jessop' on playground issues and work well on fund-raising events for charity, like 'Jeans for Genes'.

Partnership with parents, other schools and the community

The school has good links with parents and other schools and colleges. The partnership between the school and the local community is very good.

Main strengths and weaknesses

- Parents receive very good information about their children's progress through comprehensive annual reports.
- The partnership between the school and the local residents' association is very strong and this benefits both the community and pupils' learning.
- The school benefits from good links with other primary schools and colleges.

Commentary

33. The vast majority of parents are supportive of the school, although few parents completed the questionnaire or attended the meeting held for them. Parents appreciate the ease with which they can contact staff, particularly the headteacher, who is normally in the playground at the start and end of the day. Parents' concerns are quickly dealt with, initially by the class teacher, and then by the headteacher, who records all such incidents. There is an active parent-teacher association, the Friends of Jessop School, which raises significant sums for specific items such as improvements to the playground. Parents are consulted through the Friends, via informal discussion and formal consultation. A number of parents provide good support in school hearing readers and gardening with the younger children. Parents from different cultures and religions visit the school to talk to pupils about their festivals and ceremonies and this contributes well to pupils' cultural development. A school highlight is the international evenings when parents and pupils bring in local dishes from their home countries.
34. Parents receive very good information about the school and the progress of their children. Annual reports provide parents with clear, comprehensive information, including a hand written comment from the headteacher. The reports also include comments from the pupil and his or her parents. Regular newsletters give parents a constant up-date on school life and the related activities of the parent teacher association and the local residents association. At the start of each term, the newsletter lists the topics to be covered by pupils in every subject and year group. To further develop this area the school has established a Communications Committee, involving a governor, a teacher and parents.

35. There are good links with other primary schools. It is one of a group of 12 local schools that receive funding to work on arts and achievement. This has funded the provision of cultural activities, such as a poet to work with the pupils, and enabled the schools to exchange ideas and support. A neighbouring primary school uses the computer suite one morning each week. There are strong links with colleges such as Goldsmiths' College and South Bank University. The school has provided two week placements for eight secondary pupils from a

number of schools and more are planned for the current year. Pupils go on to a variety of secondary schools and there are good links which ensure a smooth transfer of pupils to the next stage of their education.

36. The school has very strong links with the local community. It has worked closely with the local residents' association which now uses part of the school as its office and meeting rooms. The redevelopment of the adjacent park has been of great benefit to local people and the school. During the summer the school's computer room is used by residents. As a result, the school is at the centre of the community. A wide variety of other organisations uses the school facilities. Good links to a number of local businesses provide funding for sports and other equipment and this is helping raise achievement.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good and that of other key staff is satisfactory. The effectiveness of management is satisfactory overall. School governance is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision and a strong sense of purpose for moving the school forward.
- The school development plan is clear and detailed and linked well to raising standards.
- There are strengths within the leadership team but they is not fully effective in supporting the headteacher in bringing about a more rapid rise in standards.
- The governing body understands the school's strengths and weaknesses well.
- The school's deficit budget has limited the school's ability to improve more rapidly. This has now been addressed with the support of the local education authority (LEA).
- Administrative staff and those who are not classed based are a strength of the school.

Commentary

37. The headteacher has been in post for three years and joined the school whilst it was in special measures. Since her appointment she has worked hard to move the school forward and address the significant key issues identified at that time. She has been successful, and in 2002 Her Majesty's Inspectors were of the opinion that the school no longer required special measures, since it was providing an acceptable standard of education for its pupils. However, the headteacher inherited a significant deficit budget. This has impacted upon the ability of both the governors and the headteacher to continue to move the school forward more rapidly and to address the most pressing priorities highlighted in the school improvement plan. The most urgent priorities are to consistently raise standards in English, mathematics and science and other subjects throughout the school and to improve the quality of teaching to the highest levels possible. The LEA has been very supportive of the school. Due to this support, the large deficit budget will have been reduced significantly by the end of the financial year and further reduced or removed by the end of the next. This is shown in the table below:

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	1,176,535
Total expenditure	1,031,348
Expenditure per pupil	5,080

Balances (£)	
Balance from previous year	-200,277
Balance carried forward to the next	-55,090

38. The headteacher has been successful in creating a leadership team with developing strengths. An important improvement since the time of the last inspection has been the appointment of a hard-working deputy headteacher. She has taken on the effective management of the primary strategy and also reviewed and improved the school's assessment procedures and information. She is now focussing on the use of assessment in classrooms by teachers to ensure pupils make progress and reach the challenging targets that she has set. This is a key priority for the school if standards are to rise more consistently.
39. The leadership team have complementary skills which are used with increasing efficiency throughout the school. They know the school's strengths and weaknesses well, having been involved in auditing all aspects of the school. The team provides good role models to colleagues. Their skills of leadership and management have developed soundly over the last two years. However, due to the financial constraints which have limited the amount of non-contact time available, they have not been fully effective in working alongside colleagues in classrooms, monitoring education provision and standards of teaching and learning. This is being addressed in the next round of school development planning.
40. The governance of the school is satisfactory. Governance has improved since the time of the last inspection. The governing body knows the school's strengths and weaknesses well and meets its statutory responsibilities. It is now involved in developing the future direction of the school. However, since the time of the last inspection, there has been a high teacher mobility factor, with skilled staff moving on through advancement or moving out of the area. Recruitment of good teachers has been difficult due to the location of the school. A stable staff team has only recently been achieved, although recruitment continues, for example in finding a skilled special needs co-ordinator to relieve the headteacher of this additional role. During the last two years, the governors' and headteacher's analysis of the poor standards attained has shown that weak teaching has been a significant factor. The high teacher mobility factor and the costs associated with temporary and overseas staff have added greatly to the very high expenditure per pupil.
41. Performance management is up to date and is to be extended to include teaching assistants and non-class-based staff. The induction procedures for staff new to the school are sound and the school makes a good contribution to initial teacher training. The principles of best value are now being applied well.
42. The vision of the headteacher has been communicated well to all staff. She has high aspirations and has created a strong team spirit, which supports the good ethos of the school and the strong relationships, including racial harmony, that exist. Co-ordinators are in place for each subject area. Some of them are more experienced than others and a significant number are new to the school. Due to the school's financial constraints, very few of them have monitored standards in classrooms by working alongside colleagues to evaluate the quality of teaching and learning in their subjects. However, subject policies and schemes of work have been reviewed and up-dated and most co-ordinators have produced action plans based on discussions with staff and specific detail from the school improvement plan. Whilst the action plans for literacy and numeracy are thorough and develop the school's primary strategy, the action plans for other subjects have yet to have a major impact on raising standards. The action plan for design and technology and the provision for art and music, particularly, need further development.

43. The provision for pupils with special educational needs is managed well by the headteacher. Careful monitoring takes place. Pupils' work is assessed regularly and recorded with consistency and there is no evidence of their being stigmatised by the school's provision. The school works well with parents to develop pupils' learning. Individual education plans are clear and targets and the action taken to achieve them are specific and relevant. Governors are well aware of all the issues relating to the provisions for special needs. The special needs governor works well with the headteacher to provide very effective leadership and management.
44. The school improvement plan is good. It is clear about what needs to be done and is prioritised well. Each area for improvement is linked well to finances, time constraints and the skills of staff. It is proving and effective working document, which is constantly under review to ensure it meets the needs of the school.
45. Significant barriers to raising achievement have been the deficit budget and the recruitment and retention of skilled teaching staff. Both these issues are being addressed. Aids to raising achievement are the developing strengths of the leadership team and the improvement seen in the quality of teaching in many lessons. However, both these need further development, particularly in Key Stage 2.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the Nursery full- or part-time in September of the academic year in which they become four. Children in Reception enter in September or January in the year in which they become five. A significant proportion of the Reception children have attended other nurseries in the area. Children's attainment overall when starting in the Nursery is below average. By the time they start in Reception and taking into account the children who join the school in Reception, attainment is broadly in line with national expectations. By the time the children start Year 1, they have attained the goals in most areas of learning and their achievement is good. There is an acting Foundation Stage co-ordinator in the Reception class. She is a good role model and knowledgeable about this stage of learning. Overall, there is a very worthwhile curriculum in place for both Nursery and Reception. This is an improvement since the last inspection. There are good systems to ensure that children settle happily into school. Parents are valued as key partners in their children's education and some come into school to help with special occasions and working in the gardens. Since the previous inspection, improvement has been good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given constant encouragement, which enables them to feel valued and able to settle happily into school. Routines are well established in the Reception class.
- There are high expectations for all children to do well, regardless of their starting point. Most children are on track to exceed the goals by the end of the Reception Year.
- The learning environment is practical and relevant. It encourages the children to develop their curiosity in the world around them.
- The quality of teaching and learning in the Nursery is good and in the Reception class it is very good.

Commentary

46. Achievement is good and children exceed the expected goals for this area of learning by the end of the Reception Year. Children of all ethnic backgrounds achieve very well. The quality of teaching is good in the Nursery and very good in Reception. There is a new team of adults in the Nursery class who are beginning to work well as a team after a slow start. Teamwork in the Reception class is very strong. Experiences for the children are usually well planned. The Nursery teacher, Nursery nurse and the teaching assistant make full use of the outdoor area for helping the children to adjust naturally to school and enjoy their learning. Children have good knowledge of school routines by the time they are in Reception, because of the way that the Reception teacher gradually builds on Nursery experiences. Children develop a strong sense of belonging to the school community. This is important because of the high numbers of children from different ethnic backgrounds, some of whom have English as an additional language. The practice of including everyone is strong. Children in Reception are learning successfully through purposeful play, small focussed group activities and through whole class sessions. They are used to 'talking Ted' activities and understand well how to contribute to group work through both listening and talking when appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children attain the goals in this area of learning. Those who have not are usually learning English as an additional language. Children are achieving well.
- Phonics are systematically introduced through a range of activities, including practical activities.
- Children enjoy books because of the way adults read to them and encourage them to talk about the stories.

Commentary

47. Children are on course to reach the expected goals in this area of learning by the end of the Reception Year. Some children are learning English as an additional language and may not reach the expected goals although their achievement is good and in line with other children. The quality of teaching and learning is satisfactory in the Nursery and good in Reception. It carefully links all areas of communication, language and literacy. Teachers and their assistants ensure children learn through talk. Vocabulary is usually modelled well, but not always displayed. There are sometimes missed opportunities for children to use the vocabulary when, for example, in games they give the answer but do not explain why the answer is correct. Teachers, particularly in Reception, explore the meaning of stories well with the children and it is clear from their responses that they are both listening well and learning well. There is a very good focus on phonics, particularly in Reception, where the teacher encourages a multi-sensory approach to learning to say, read and write sounds and letter names. Children who need extra help are given this effectively because the class assistant works with them on the carpet during whole-class sessions, she repeats what the teacher has said for the pupils and gives extra support by writing on a small white board.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Activities are practical and relevant to children's daily life. This helps ensure that children want to learn.
- Children are on course to attain the goals in this area of learning, although many find the mathematical vocabulary difficult.
- Teaching and learning are good and children are achieving well.

Commentary

48. Children's mathematical development is on course for them to meet the goals in this area of learning. However, the school has identified that they find the mathematical vocabulary difficult and this is an area for development. Teachers usually model the language well but it is not usually displayed visually, particularly for the Reception children. There is a good emphasis on including all children in lessons. For example, in the Reception class, after the children had counted in English, a child demonstrated how to count in Somali and the teacher counted with the pupils in Spanish. There were good opportunities and challenge for children who were able to count beyond 10. The activities planned for children in lessons and the self-selected activities contribute well to their development in this area because the resources are good and the activities are motivating and interesting. There is good use of songs like 'Five little ducks', where children can participate in demonstrating 'taking away', to develop understanding and create interest in the subject.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are in line to achieve the goals in this area of learning. They are achieving well.
- There was inappropriate use of the ICT suite by the Nursery class.
- Teaching and learning are good overall.

Commentary

49. Standards in knowledge and understanding of the world are in line with expectations. Children achieve well because teaching and learning are usually good. However, there was inappropriate use of the ICT suite for a whole-class lesson for the Nursery children. Too many different programs were being used at the same time and, although there were three adults present, children were not learning well enough and were off task because the work was too difficult. There are good opportunities for role-play both inside and outside the classrooms. In Reception, children were enjoying playing in the 'Three Bears House' and in the Nursery, there was a play kitchen and dining area. In the outside area, the Nursery nurse and teaching assistant were modelling well for the children how to play imaginatively. In the Reception class, the children were investigating what they would not be able to do if they did not have hands. Their responses indicated that they were thoughtful. This work links very well with the current school wide investigations into disabilities for 'Jeans for Genes' day.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Most children should attain the goals in this area of learning by the end of Reception.
- Teaching and learning are good.
- There is good use of the outdoor area adjacent to the Nursery by both the Nursery and Reception classes.

Commentary

50. By the end of Reception, children's physical development is in line with national expectations. This includes dancing, riding and climbing as well as using pencils and paint brushes. A good range of appropriate activities are planned to develop children physically. There is an adequate outside area adjacent to the Nursery classroom but the Reception class does not have its own outside area and therefore uses the Nursery area at planned times during the day. There is a covered area so that children can play and work outside even in wet weather but at present a large amount of the children's equipment is stored in this area, thereby reducing the amount of space for the children to use. In addition, the children use a good range of equipment in an adjacent park but at the time of the inspection, they were not able to use this because of vandalism. Reception children were encouraged very well in a lesson in the hall to develop their imaginations through movement when listening to the 'We are going on a bear hunt' story, which was read enthusiastically by their teacher.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are in line to achieve the goals in this area of learning. Achievement is good.
- Children have good opportunities to engage in imaginative role-play both indoors and outdoors.

Commentary

51. Children are in line to achieve the goals in this area of learning and achieve well because teachers plan a range of good opportunities for them. Children role-play, paint, print, sing and use appropriate computer programs to develop their learning. For example, in Reception, children have been experimenting with different tools, colours and stamps on the Colour Magic program. They have painted self-portraits where they have mixed colours to achieve an appropriate skin colour. There is an appropriate display to help them learn the different colours. In Nursery, the children have been hand and feet printing and there are self-selected activities for them to draw. There are good opportunities for children to sing in both classes, although sometimes some of them tend to shout. These opportunities are linked well to other areas of learning. There are good opportunities for role-play and adults model this well by playing with the children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in most years.
- Pupils' attitudes to English are good.
- Provision for pupils with special educational needs is good.
- Good resources support teaching and learning well.
- Literacy skills are not supported well through other areas of the curriculum.

Commentary

52. Overall, standards seen during the inspection were satisfactory, although not as good as those found at the time of the last inspection. Standards vary from year to year due to changes in the range of ability found in each class and to a high pupil mobility factor, which impacts more on classes in Key Stage 2. Standards are good in Year 1 in all aspects of English and satisfactory in Year 2. In Year 3 some unsatisfactory work was seen but standards are satisfactory or better in Years 4, 5 and 6. In the lessons and from the scrutiny of work, pupils' achievement is satisfactory overall but good in some lessons. While the standards achieved by pupils with special educational needs are understandably below average their progress is good. They are well supported by teachers and teaching assistants. Pupils for whom English as an additional language are equally well supported, achieve satisfactory standards in line with their level of competency and make good progress. There are no noticeable differences in the standards attained by boys and girls.
53. In Year 2, pupils show confidence in talking and they listen well before making suitable responses. They give clear explanations of 'doing' and 'describing' words and they competently explain their interpretation of texts that they have read. In Year 6, pupils talk confidently and develop what they say thoughtfully and articulately, being prepared to take on board the

opinions of others. They give very clear explanations of books they have read and respond well to questioning within their class. Pupils confidently discuss comparisons between characters, adapting what they say to the purpose of their conversation. In reading lessons they recount the story well and speak confidently as they also do in school assemblies.

54. In Year 2, many pupils read fluently and with expression, making limited predictions of what will happen in the story they are reading. Most pupils sound out words appropriately but some pupils are not yet confident with this process. Pupils enjoy their reading. Reading is supported by a well-established home school reading record system. In Year 6, pupils remain engrossed in their reading activities and they understand the ideas within a text and make reference to what they have read in giving their views. They recount complex stories well and understand complex vocabulary such as 'evacuees'. Most pupils accurately draw conclusions about the feelings of individuals and successfully distinguish between fact and fiction.
55. By the age of seven, pupils use sentences in their writing in a sensible sequence and these sentences are mostly punctuated with full stops and capital letters in the right place. The writing produced has enough detail to engage the reader and communicates meaning. Simple spellings are accurate and correct and an appropriate sequence of events is evident in their work. By the age of 11, pupils' writing is lively and thoughtful, though more complex spelling is not always consistently accurate. Punctuation is adequately included and their writing includes an adventurous use of vocabulary to add colour to their work. Most sentence structures are grammatically correct and increasing in complexity while the presentation of their work and handwriting are generally sound. Pupils are confidently developing the range and genre to suit the purpose and interest the reader.
56. The quality of teaching and learning is generally good and impacting effectively upon the improving standards seen across the school. Very good teaching is seen in Year 2, where the teacher has very good subject knowledge, the planning and use of objectives is clear and links are made to other areas of the curriculum, such as instructions for puppet making. While teaching is satisfactory in Year 3, it is generally good in all other classes. Good teaching is characterised by the thorough preparation of resources and effective use of open-ended questions by teachers to explore and review the pupils' knowledge and understanding. The tight structure of these English lessons means the time is well used, pupils are kept on task and the pace is brisk. Pupils are supported well and there is effective management of the class and the work of teaching assistants. Learning reflects the quality of teaching enjoyed by the pupils and is good overall.
57. The leadership and management of English have recently been taken on by the deputy headteacher, reflecting the importance placed upon this work by the school. Whilst co-ordination is satisfactory overall, insufficient time has been made available for monitoring teaching and learning in classrooms. This is a direct result of the financial constraints experienced by the school.

Language and literacy across the curriculum

58. Opportunities are missed to develop reading and writing skills in other areas of the curriculum. However, the use of information and communication technology is developing. The need to extend literacy skills into each area of the curriculum has been clearly identified by the school; it forms part of the new action plan for literacy and is embodied within the school's primary strategy.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of work are not high enough in the junior classes and pupils' achievement over time is unsatisfactory.
- The quality of teaching and learning in the infant classes is good.
- The quality of teaching and learning in the junior classes is satisfactory with some examples of good practice.
- Most class teachers do not monitor pupils' progress rigorously enough or set precise targets.
- Plenaries of lessons are not used well enough to assess pupils' understanding of the objectives taught.

Commentary

59. The standard of work seen during the inspection for the current Year 6 pupils is below average, and very few pupils are expected to achieve Level 5 in the 2005 National Curriculum tests. Progress over time from Years 3 to 6 has been unsatisfactory. Higher-attaining pupils frequently leave after Year 2 and this affects the school's results. However, there has also been insufficient rigorous tracking of pupils' progress in the past, although systems are satisfactory now. In addition, the school recognises that there has been some unsatisfactory teaching, which has led to pupils having gaps in their knowledge and understanding. This has contributed to the lower standards seen now, which are not as good as those found at the time of the last inspection. The school has now resolved most of its staffing difficulties.
60. Pupils with special educational needs and those for whom English is an additional language achieve satisfactorily. There is no significant difference of achievement between boys and girls.
61. In Years 1 and 2, teaching and learning are good and this ensures that pupils' achievement is good. Teaching and learning seen during the inspection were always at least good and sometimes very good. Evidence from the scrutiny of work indicated that pupils are encouraged to record their mathematics, particularly the mental calculation strategies. Consequently, pupils are learning the methods they need to be confident with before they move on to using more formal written methods in the junior classes. Mathematical vocabulary is developed well in lessons because teachers display and model the words and check that pupils understand what the words mean. Teachers ensure all pupils are involved in lessons by careful planning for individual needs and the activities offered to pupils are interesting and challenging. Pupils have very good attitudes to their work and behave well.
62. In Years 3 to 6, teaching and learning are satisfactory but have not been good enough in the recent past. As a result, pupils' achievement is unsatisfactory. This is partly because teachers have not used assessment effectively enough to ensure that pupils make sufficient progress. In addition, there has been insufficient monitoring to ensure that pupils are making appropriate progress. The school has recognised that there is a need for more rigorous monitoring and has begun to put appropriate systems in place. During the inspection, pupils' achievement in lessons seen in Key Stage 2 was satisfactory. There was good teaching observed in Years 5 and 6. In effective lessons, activities are interesting and pupils are keen to participate. The school has identified that the plenary at the end of lessons is not used well enough to assess the progress that pupils have made. In addition, there has been insufficient regular practice of number facts and mathematical skills in the mental warm up part of lessons. Consequently, pupils are not as confident as they should be in these areas.

63. The quality of leadership and management in mathematics is satisfactory. The subject leader is aware of the important areas for development such as assessment and a consistent approach to planning. Due to financial constraints monitoring in classrooms has been difficult. The school analyses national and non-statutory test results and shares the information with staff to enable them to plan work to address pupils' specific needs. This work has revealed some significant gaps in pupils' knowledge and understanding.

Mathematics across the curriculum

64. The use of numeracy skills across the curriculum could be developed further, although pupils create databases and spreadsheets in information and communication technology, measure, calculate and use data in science and use measuring skills in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6, pupils with special educational needs and those for whom English is an additional language achieve well.
- The quality of teaching and learning in Year 6 is good.
- The standards attained by pupils and the quality of teaching need to rise more consistently.
- Most pupils have positive attitudes to science and in most lessons they are managed well.
- Pupils lack consistent opportunities to carry out practical work.

Commentary

65. Since the last report in 2002, standards in national tests and those based on teacher assessments have declined at both Year 2 and Year 6. At the time of the last inspection, standards seen in lessons were judged as average. A similar picture is seen now, with standards judged as average in Year 2 and average in Year 6.
66. In both key stages, the standard seen in lessons and pupils' work is closely linked to the quality of teaching and the opportunities provided to develop experimental and investigative skills. Most pupils are covering a broad curriculum but the work they produce shows that they have had limited opportunity to develop these necessary skills and pupils capable of higher attainment have been inadequately challenged. However, in both key stages, pupils present their science in a variety of ways, including charts, graphs, tables and diagrams, but the use of information and communication technology in science is underdeveloped.
67. Pupils achieve satisfactorily in both key stages although pupils in the current Year 6 achieve well due to the better quality of teaching. For example, a lesson on the rate of evaporation was deliberately planned to encourage Year 6 pupils to develop and carry out fair tests. Pupils knew about the need for evidence and also about the need to test their ideas through questioning their own methods and theories. The fact that the lesson was based on an investigation devised by one of the pupils had a significant impact on their motivation. However, in some other classes pupils lack opportunities to carry out practical work and those capable of higher attainment are inadequately challenged. Pupils with special educational needs and those for whom English is an additional language achieve well due to the good support provided by dedicated teaching assistants. There are no noticeable differences between the attainment of boys and girls.
68. Overall, the quality of teaching and learning is satisfactory. Where teaching is good, the management of the lesson creates a workshop atmosphere where pupils are active participants in their learning. The teacher probes and expands on the pupils' thoughts through

challenging their ideas and using praise and encouragement wisely. However, in some classes, planning lacks detail, the pace of the lesson slows too much and pupils spend too much time on the carpet listening to the teacher. Successful lessons end with an adequate period of time being used to assess the pupils work and question them on what they have learnt. In most lessons, teachers have secure subject knowledge but the use of assessment on a daily basis is underdeveloped and this impacts on their ability to plan more effectively. Challenge and expectation need to be improved in most classes in order to raise the standards attained by pupils.

69. The leadership and management of the subject are satisfactory. However, the co-ordinator has been unable to monitor standards in classrooms to ensure consistency in the teaching of science. He is re-writing the science action plan to ensure that the standards pupils attain improve year-on-year, and that science skills are developed across the school and within other subjects. Resources are up to date and adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources for teaching are good.
- Pupils respond well and with enthusiasm.
- The co-ordinator has a clear plan for development.
- The subject knowledge of some teachers and teaching assistants is not fully secure.

Commentary

70. The standards at the end of Year 2 and Year 6 are in line with expectations. Higher standards are seen in Year 1 and reflect the improved provision in the subject and the greater confidence of teachers. The completion of a dedicated computer suite has also contributed to the raising of standards since the last inspection.
71. In lessons seen and through the scrutiny of work, pupils achieve satisfactorily overall, although pupils in Key Stage 1 achieve better because teaching is more secure. The provision starts in the foundation years where children are given early experiences in working with a computer and how to access and control their work in a simple painting program. In Year 1, pupils confidently adapt a computer model, plan varied activities and understand well that the computer responds to relevant commands or signals. In Year 4, pupils develop cut and paste techniques within a text whilst pupils in Year 6 use search engines with confidence, draw up word documents and access the Internet confidently.
72. Throughout the school and in pupils' work there is clear evidence of some good achievement. For example, pupils in Year 1 have completed interesting artwork, some of which is linked to their science lesson with annotated flowers. By the end of Year 2, pupils have produced interesting symmetrical patterns whilst pupils in Year 6 have used ICT skills to develop illustrated menus as part of their food technology work. Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress. Boys and girls achieve equally well.
73. The quality of teaching is good overall but it is satisfactory in some lessons. Where it is good it is characterised by clear explanations and expectations, good management of behaviour and good questioning. There is sufficient challenge within tasks for the ability range within the class. In the good lessons pupils are supported well and, as a result, their confidence is developed appropriately. In satisfactory lessons teachers lack confidence to extend pupils' learning and tend to structure lessons that are based on following instructions. Teachers rarely

encourage the pupils to apply their previous knowledge and become independent learners in these lessons.

74. The leadership and management of the subject are good. The subject is included in the current monitoring rota and there are clear criteria for short-term planning. A framework for implementing the various aspects of the subject is in place. The turbulent nature of the staffing in previous years and the recent recruitment of new staff have meant that there are still some teachers who need to complete the New Opportunities Fund training in ICT. Equally, training in the use of the new interactive whiteboards is needed. Extra laptops are now available in school for classroom use whilst there is a new, spacious and well-equipped ICT suite available to all pupils. This facility is also used well by other schools and the local community. The school makes good use of additional funding to support ICT.

Information and communication technology across the curriculum

75. Satisfactory use is being made of ICT in some subjects but it has not been fully developed in others. This is due to the lack of confidence of some staff and the fact that there are no computers in classrooms to support learning. Teaching and learning in ICT take place entirely within the computer suite; as a result, teachers do not develop the use of ICT in class-based lessons.

HUMANITIES

76. Due to timetabling, it was only possible to observe one lesson in geography and two in history. It is not possible, therefore, to make an overall judgement about the quality of provision, standards, teaching or learning in these subjects.
77. In **geography** it was possible to talk with teachers and pupils. From the sources of evidence available, there are indications that standards are broadly satisfactory but more needs to be done to raise standards further. For example, pupils in Year 3 compared different places with where they live. They listed similarities and differences quite well but were inadequately challenged partly due to lack of suitable resources.
78. In **history**, standards are broadly sound but they need raising. For example, pupils in Year 4 were studying the Romans and making comparisons with the Celts but the lesson needed a more flexible approach and better resources. Better planning and teaching were seen in a Year 6 lesson where pupils were studying aspects of Greek life and where their learning was fostered by good questioning.
79. Geography and history lesson planning is variable and is based upon a commercial schemes. The best planning adapts the scheme and takes into account the needs of the pupils. A new co-ordinator has only recently taken responsibility for the subjects. She is aware that class-based staff need extra training and that resources need development. There is a useful subject file being developed which is supporting subject management. Pupils provide a valuable resource bank as they have experienced life in a wide variety of cultures. The local community also works well with the school on various curriculum projects. The school is aware of the need to further develop resources and monitor pupils' work and the standards they achieve. This will also involve monitoring the quality of teaching and learning in the subjects. The co-ordinator has produced a sound subject development plan, which needs time to enable full implementation. Resources have been audited and shortfalls defined and there is a useful inventory of information and communication technology resources available to help teachers.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is consistent through the school.
- Subject co-ordination is giving good support to teachers.
- Pupils are keen and learn well as they are enthusiastic to participate.
- The school is rich in its cultural diversity and this contributes well to pupils' understanding of the faith of others and to racial harmony.
- The independent learning tasks pupils undertake are not fully matched to their abilities.

Commentary

80. The standards attained by the pupils have developed positively since the last inspection and they are satisfactory overall. Standards vary between satisfactory and good. Overall achievement is satisfactory. The quality of teaching and learning is also satisfactory or better.
81. In lessons seen teachers' planning about the Torah and about how Hindus worship at home is good and enriches the lessons. Useful artefacts add to the interest of pupils and they respond well to questions about them. Pupils with special educational needs and those for whom English is an additional language are well supported by teachers, particularly during independent work. Teachers have sound subject knowledge and their questioning is good. However, in independent work, there is not enough difference between the tasks given to pupils capable of higher attainment, average-attaining pupils and low-attaining pupils.
82. The leadership and management of the subject are good, and this supports the work of pupils and teachers well. The school follows the locally agreed syllabus, which is integrated well within the overall curriculum map. The provision is enhanced by recognising and celebrating other faiths because the school is culturally diverse and fully inclusive. The subject is fully resourced and there is a carefully considered pattern of collective worship which supports religious education. Themes include assemblies based upon items such as caring, helping others, reasons for rules and different faiths, beliefs and values. There is frequent use made of visitors from the local community to enhance learning. Equally, visits to varied places of worship in the locality are undertaken. Pupils respond and join in appropriately in assemblies and take part in moments of reflection and prayer based on their own faith and beliefs. Pupils with English as an additional language are well integrated into lessons and their varied cultural backgrounds are seen as a valued resource to learning. It contributes to the good racial harmony.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Too few lessons were seen in art and design, design and technology and music to enable overall judgements to be made about provision, standards and teaching and learning. One lesson was seen in art and design and one lesson was seen in design and technology. Two lessons were observed in music. In addition to observing lessons, inspectors spoke to the subject co-ordinators for design and technology and music and looked at pupils' work on display.
84. In **art and design**, there was a good range of work on display for the infant pupils. Pupils had been making murals and mobile sculptures and printing. There were good links to the pupils' work in other subjects. For example, they had made collages and used the Colour Magic program on the computer to link to their work in literacy. Pupils had painted pictures of the 'seaside long ago', which linked to their history work. There were satisfactory opportunities to learn about the work of famous artists. For example, in Year 1 they had been learning about the

artist Lowry. There was insufficient evidence to make a judgement about the junior pupils' standards of work, although the work seen in Year 3 on model houses and in Year 6 on children in pictures was broadly in line with expectations. In the good lesson seen in Year 1, the teacher had planned well-structured activities to enable the pupils to learn and they responded well because of her good class management.

85. The school is following a systematic programme of **design and technology**, which the subject co-ordinator has adapted to the needs of the school. He has not had sufficient time to monitor this subject and there is no subject action plan in place. The school has identified that this is an area for development. The Year 1 work on moving pictures was of good quality but there was insufficient evidence to make a judgement about standards throughout the school. In the satisfactory lesson seen in Year 5, pupils made sound progress but it was slowed by organisational delays dealing with occasional behaviour incidents.
86. In **music**, the subject co-ordinator has recently taken over the role. Class teachers are now responsible for teaching music. The subject co-ordinator is enthusiastic about the subject and is developing the scheme of work so that it is appropriate for the pupils in this school. The school is well resourced for musical instruments, including multicultural instruments, which the pupils contribute to, but lacks teacher resources, including CD-ROMs for listening activities. There are no opportunities for instrumental lessons and, whilst previously pupils were able to learn the recorder, this is not available now. All junior pupils are able to participate in the lunchtime choir. There was very little singing in assemblies, although multi-cultural music is used to set mood and aid reflection. Two lessons were observed in the junior classes. In an unsatisfactory lesson, there was insufficient teaching at the beginning of the lesson, including exploration of vocabulary, to ensure that pupils were clear about what was expected of them. Relationships in the class were not good enough to ensure that pupils co-operated with each other and with the adults in the class. In a good lesson, the teacher was knowledgeable and enthusiastic, which made the pupils want to participate. Pupils showed obvious enjoyment in singing together well.

Physical education

Provision in physical education (PE) is **good**.

Main strengths and weaknesses

- The use of a PE specialist has ensured that provision is good.
- The quality of teaching is good and pupils learn well.
- The curriculum provision is broad and balanced and adapted well to the needs of the pupils.
- The leadership and management of the subject are good.

Commentary

87. Standards in PE are in line with the national expectation at the end of Key Stage 1 and Key Stage 2. Overall, pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. Despite the school having no playing field best use is made of all available space and this has ensured that pupils make sound progress in all aspects of the provision, including swimming, which takes place at the local swimming pool. Throughout the school, standards are beginning to rise due to the skilled teaching and coaching provided by a part-time specialist. Higher-attaining pupils achieve well and are challenged to attain standards in line with their ability. This was seen in an effective Year 6 lesson developing football skills. Whilst all pupils showed sound ball skills, dribbling a ball across the hall and between cones, higher-attaining pupils introduced speed and successful tactics when playing three-way football. Similarly, pupils in Year 2 showed sound control and co-ordination when blocking and defending in one-to-one games dribbling and shooting at goal. Understanding the effects of exercise on the body is introduced and

discussed in all lessons and pupils in Year 1 are beginning to understand that exercise raises the heartbeat and helps keep them healthy and fit.

88. The quality of teaching and learning is good. The use of a skilled specialist ensures that all pupils are challenged to achieve their best and that the provision throughout the year is balanced effectively to meet the needs of pupils. Lessons are exciting and structured well and this ensures that pupils are motivated and keen to learn. In all lessons the pace is 'snappy' and there are opportunities for pupils to evaluate their performance and improve. The ends of lessons are used well to review with the pupils what they have learnt and also to ensure they relax sensibly. In all lessons, pupil management is good. Pupils' behaviour and attitudes are good and they work well together. The class teacher is always present during lessons and works efficiently supporting the specialist and pupils who lack confidence or have special needs. Assessment of pupils' performance and of their involvement in lessons is carried out by the class teacher and is proving invaluable in monitoring progress and ability.
89. The leadership and management of the subject are good despite the co-ordinator not being a specialist. She has worked hard to ensure that the provision for PE meets curriculum and school requirements. She was instrumental in bringing into school a PE specialist. The co-ordinator has produced an effective whole-school plan, based on the development of skills. She is now introducing the next phase of her good action plan which is to develop assessment further and improve levelling and target setting. The co-ordinator provides clear direction and sets high expectations. She has correctly identified the need to replace some resources as they are unsatisfactory for meeting the higher profile PE now has in the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

It was not possible to inspect all classes being taught PSHE. Secure judgements could not be made about standards but all available evidence indicates that provision is **satisfactory**.

Main strengths and weaknesses

- The school provides good opportunities for pupils to develop personal and social skills.
- The school's programme for citizenship is in the early stages of development.
- The leadership and management of the subject are good.

Commentary

90. The provision for PSHE has only recently been reviewed. However, in a short period of time, available evidence indicates that standards are sound and reflect the higher profile PSHE now has within the school. All pupils are provided with effective opportunities to develop personal and social skills and understand the importance of health. This includes drugs education, solvent misuse and sex education. Moral issues and the development of rules are discussed and developed well. Pupils in Year 5, for example, perform their own sketches on the pressures placed upon them to conform to trends and influences from their friends. They clearly know that the rules their parents make are designed to keep them safe yet pressure from their friends can cause conflict and sometimes danger. In their science work, pupils in Year 2 explore issues involved in medicines and why medicines should only be taken if prescribed. They clearly know the differences between sweets and medicines and the dangers of medicines to health as well as the benefits they bring to those who are ill.
91. The school's programme for citizenship is in the early stages of development. Pupils in Years 5 and 6 are provided with opportunities for learning about citizenship through social skills groups provided by the school's learning mentor. The school council provides pupils with good opportunities for developing citizenship within the school and pupils are also involved with community projects when relevant. The school council has raised money for charity through a bring-and-buy sale and has talked about playground improvements. Its members have also started to discuss after school clubs.

92. The leadership and management of PSHE are good despite the co-ordinator only having been in post since the start of term. In a very short period of time she has carried out an audit of the provision and completed a curriculum overview. Staff have been consulted and the policy and scheme of work are now being evaluated. Notes have been provided to help staff teach PSHE. The special time used in class to discuss personal and other issues, which the school calls 'circle time', is being assessed to ensure the provision meets the needs of the pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The effectiveness of management	4
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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).