

INSPECTION REPORT

MORDEN MOUNT PRIMARY SCHOOL

London

LEA area: Greenwich

Unique reference number: 100114

Headteacher: Ms Nicky Dyer

Lead inspector: Joy Richardson

Dates of inspection: 27 - 30 September 2004

Inspection number: 267345

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	393
School address:	Lewisham Road London
Postcode:	SE13 7QP
Telephone number:	020 8692 2920
Fax number:	020 8694 8395
Appropriate authority:	Governing body
Name of chair of governors:	David Smith
Date of previous inspection:	19/04/1999

CHARACTERISTICS OF THE SCHOOL

The school has 325 boys and girls in 12 classes from reception to Year 6. In addition, 43 children attend the nursery part time, and 23 are full time. The school serves an area of Greenwich and Lewisham which is socially and economically deprived, although pupils come from a wide variety of backgrounds. Many of the pupils live in flats and have little access to play space. The area is being regenerated, and the development of community facilities on the school's site is part of this process. Children start in the nursery with varying levels of skills, but their attainment on entry is very low overall. Pupils come from a diversity of ethnic and language backgrounds. Around a quarter are white British, and a quarter are of black African heritage. Around 50 pupils are refugees. Almost half the pupils have a first language other than English, and thirty different home languages are represented within the school. A sixth of pupils are at an early stage of English language acquisition. Mobility amongst pupils is higher than average; only 40% of the pupils in Year 6 have attended this school from the start. A quarter of pupils have special educational needs, including a significant number with social, emotional and behavioural difficulties, or problems with speech and communication. More than half the pupils are eligible for free school meals which is well above the national average. The turnover of teaching staff has been high, but the school is now fully staffed with permanent teachers, including three newly qualified graduate trainees. The school has gained a large number of awards in recent years. These include Investor in People (1998); Quality in Study Support Award (1999); Healthy Schools (2002); Schools Achievement Award for its results and the Inclusion Chartermark (2003); and the Artsmark Gold Award and Basic Skills Quality Mark (2004).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6676	Joy Richardson	Lead inspector	English
32667	Elizabeth Coleman	Lay inspector	
18370	Kevin Johnson	Team inspector	Art and design Design and technology Information and communication technology Music Physical education Foundation stage
32021	Andrew McClean	Team inspector	Mathematics Geography History Religious education
32735	Rebekah Iiyambo	Team inspector	Science Special educational needs English as an additional language

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which does its utmost to help every pupil succeed. The school is very well led and managed so that it brings the best out of staff and pupils. The pupils are well taught and pupils make good progress as a result. Although standards are below the national average, they are rising. The school provides a rich and imaginative curriculum. It works well with parents and contributes strongly to the community. **It gives good value for money.**

The school's main strengths and weaknesses are:

- Pupils achieve well, making more than average progress over their time in school.
- The school's leadership sets sights high and fosters effective teamwork by all staff.
- Every pupil is valued and very good provision is made to meet pupils' individual needs.
- Teaching is thorough and enthusiastic, ensuring that pupils learn well.
- The curriculum is broad and exciting, particularly in the arts, and extends well beyond the classroom.
- There is more to be done in building speaking and listening skills, and the use of language for learning.
- Pupils are not consistently challenged to apply what they have learned, or to investigate further.
- The school has excellent links with the community in support of pupils and families.
- Irregular attendance by many pupils prevents them from doing as well as they could.

The school has improved significantly since the time of the last inspection in April 1999. Many more pupils now reach the standards expected for their age. The curriculum is planned better, and the school has good systems for assessing pupils' progress. A strong staff team, with a shared vision for improving the school, has been created. Purposeful and effective leadership, and the commitment of staff to continuing professional development, mean that the school is well placed to continue to improve.

STANDARDS ACHIEVED

Achievement is **good** throughout the school. Although few children reach the goals set nationally for the end of reception, they make good progress in building on their attainment on entry. Standards in the work seen are well below average in Years 1 and 2, and in Years 3 and 4, and below average in Years 5 and 6. However, most pupils in all years do as well or better than expected on the basis of their prior attainment. This is because the school aims high for them. Pupils from minority ethnic backgrounds, and those for whom English is an additional language, achieve as well as other pupils.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E in the lowest 5%
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Results over the past five years show an upward trend, and standards have risen faster than in schools nationally. Although well below the national average, the results in 2004 were at least as good as those in similar schools. Pupils reach high standards in art. Their skills in information and communication technology are below those expected nationally, but they are improving.

The development of pupils' personal qualities, including their spiritual, moral, social and cultural development, is good. Pupils enjoy school and have good attitudes to learning. Behaviour is satisfactory and well managed by the school so that pupils know what is expected of them. Attendance has improved, because of the school's strenuous efforts, but it remains well below average and pupils' learning suffers as a result.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall, enabling pupils to learn effectively. Basic skills in literacy and numeracy are taught well. The school provides a very good curriculum. Pupils' learning is enriched through wide provision for the arts, including art, music, drama and dance, and an excellent programme of visits. Pupils are cared for very well. They are given very good support, advice and guidance, tailored to their individual needs. Very good provision is made for pupils with special educational needs. Pupils for whom English is an additional language are well supported. The school has good links with parents. It works exceptionally well with others in the community to support families, and to extend opportunities for all.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher sets the school's direction with vision and determination, creating a very positive atmosphere in which each pupil is valued. Leadership is broadly based and the efforts of the whole staff team are harnessed very effectively in seeking to improve pupils' education. The school is orderly and well run. There are very good systems in place for monitoring pupils' progress and taking action where it is needed. The governing body supports the school well and ensures that it complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and carers are generally well satisfied with the school. Almost all those who expressed a view believe that children enjoy school, are treated fairly and are expected to work hard. Parents are pleased with the new uniform and with the school's homework arrangements. Parents and pupils comment that new arrivals are welcomed and helped to settle in. Pupils are proud of their school and talk with enthusiasm about their work and play. The school takes parents' views seriously, for example renewing its efforts to combat bullying when a questionnaire indicated some concerns in this area.

IMPROVEMENTS NEEDED

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

- further promote speaking and listening and the use of language to strengthen learning by all pupils;
- challenge pupils consistently to apply what they have learned, and to investigate further;
- continue to promote good attendance and to monitor the effects of absence on pupils' progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall. Standards in the work seen are well below average overall in nursery and reception, Years 1 and 2, and Years 3 and 4, and below average in Years 5 and 6.

Main strengths and weaknesses

- Though still below average, standards have risen since the time of the previous inspection.
- A growing proportion of pupils is achieving in line with expectations for their age.
- Pupils from minority ethnic and language groups achieve as well overall as other pupils.
- Pupils with special educational needs make very good progress towards their targets.
- Standards are high in art and this is a significant strength of the school.
- Pupils are not yet reaching standards in line with national expectations in ICT.

Commentary

1. The attainment of children on entry to the nursery is very low overall. Children make good progress in nursery and reception, but few reach the early learning goals set for the end of this stage. Standards are well below average when pupils start in Year 1, particularly in communication, language and literacy in English.

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

Standards in:	School results	National results
reading	14.4 (14.2)	15.8 (15.7)
writing	12.8 (13.5)	14.6 (14.6)
mathematics	14.8 (14.3)	16.2 (16.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year

2. Results at the end of Year 2 in 2004 were well below the national average in reading, although higher attaining pupils did well. Almost a quarter exceeded the level expected for their age, a proportion that was well above the average in similar schools. Results were well below the national average in writing and mathematics and few pupils reached a high level. Standards in science, as assessed by teachers, were very low. In comparison with similar schools, results in the national tests in 2004 were above average in reading and average in writing and mathematics. Standards in the work seen in Years 1 and 2 are well below average overall, but pupils achieve well and their work shows good progress in learning.

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

Standards in:	School results	National results
English	24.7 (25.6)	26.9 (26.8)
mathematics	25.4 (24.6)	27.0 (26.8)
science	26.1 (26.8)	28.6 (28.6)

There were 56 pupils in the year group. Figures in brackets are for the previous year

3. In 2004, results at the end of Year 6 in the core subjects of English, mathematics and science were well below the average for all schools, but average in comparison with similar schools. In mathematics, a

fifth of pupils exceeded the level expected for their age. Overall, results in 2004 were higher than in 2002, though not as high as in 2003. Targets and predictions for pupils now in Year 6 show a continuing upward trend, and this is confirmed by work seen during the inspection. Pupils make good progress in the older years. Although standards are below the national average overall, many pupils are working at a level close to the expectation for their age.

4. The school is working with great determination to raise attainment. In English and mathematics, far more pupils are reaching the level expected for their age than at the time of the previous inspection, and many fewer fall well short of this level. The school has exceptionally good systems, particularly in the older years, for reviewing the progress of each pupil, setting challenging targets, pinpointing underachievement and intervening to remedy this. It has, for example, identified slow progress in Years 3 and 4 as a factor which has held down attainment by the end of Year 6. Effective steps are being taken to correct this and the work seen indicates that pupils in these years are achieving well. In Year 5, where analysis showed underachievement by boys, girls and boys are now being taught separately for English. Higher attaining pupils in mathematics have been targeted in the older years, and this is leading to more pupils reaching a high level for their age by the time they leave.
5. Pupils' achievement is satisfactory in science, although pupils are not always challenged enough to investigate and to think through their findings. Standards in information and communication technology (ICT) are below those expected nationally, but beginning to rise because of better curriculum planning and increasing resources. Pupils do well in religious education and standards meet the expectations of the locally agreed syllabus. Art is a strength of the school and standards are well above those generally seen. Other subjects were sampled, and the evidence showed interesting work and good coverage of the curriculum, although it was not possible to judge overall standards.
6. Pupils with special educational needs make very good progress, and this is an improvement since the last inspection. Pupils who are at an early stage in learning English when they join the school achieve well because their needs are recognised, and their home language is valued. The school's analysis shows that the attainment of pupils from minority ethnic groups, and those who are learning English as an additional language, is at least as good as that of their peers.

Pupils' attitudes, values and other personal qualities

Attitudes to learning are good. Behaviour is satisfactory. Pupils' spiritual, moral, social and cultural development is good overall. Attendance is well below average.

Main strengths and weaknesses

- Irregular attendance and unauthorised absence have a damaging effect on pupils' learning.
- The school contributes very strongly to pupils' social and cultural development.
- Pupils have positive attitudes to learning, and behaviour is continuing to improve.

Commentary

7. Although attendance is well below average, it has improved since the previous inspection, when the overall attendance rate was 88 per cent. The school has strengthened its systems for monitoring attendance, and is quick to identify patterns and to take action. It is persistent in following up absences, starting with first-day contact by telephone and, in intransigent cases, ending with court action. The school works very well with outside agencies, and supports parents to help them bring their children to school regularly and on time. The school is strict in its application of criteria for the authorisation of absence. It tracks absence against academic progress, and is well aware of the damage absence has on pupils' progress. The school offers much to motivate pupils, as seen in the high attendance achieved when pupils were involved in an arts project. Parents comment that the school has helped them to realise how important it is for their children to attend regularly. However, some parents still have difficulty in ensuring their children's regular attendance and this significantly limits learning.

Attendance in the latest complete reporting year 91.7 (%)

Authorised absence 2003-2004	
School data	6.0
National data	5.1

Unauthorised absence 2003-2004	
School data	2.3
National data	0.4

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

8. Pupils are lively, open and friendly. They have positive attitudes to their teachers and the other adults who work with them. They are eager to participate in learning and co-operate well in lessons in groups or pairs. They respond well to a stimulating curriculum and are enthusiastic about the activities provided. The school makes good use of positive reinforcement to reward effort and to raise self-esteem. This helps pupils to grow in maturity and self-confidence as they move through the school. Pupils are eager to take the initiative in activities such as producing the weekly newsletter and in contributing to the school council and to class councils.

9. The school has worked hard to improve behaviour and the school is calm and orderly as a result. Pupils' behaviour, though often challenging, is managed well so that learning is rarely disrupted. There is a growing sense of belonging and of pride in the school, and pupils know what is expected of them. Behaviour is often good in lessons, although restlessness sometimes grows when there is insufficient challenge or pupils are not being directly supervised. The school has worked successfully to address poor behaviour outside lessons. Playtimes are well regulated, energetic and usually friendly. Pupils enjoy and make very good use of the playground equipment. However, some pupils lack self-control at times, especially in competitive games. The school is training pupils as 'playground peacemakers' to address the issue. The school provides additional support so that pupils with emotional and behavioural difficulties make progress in learning to manage their own behaviour.

10. The school's excellent pastoral support and counselling systems are contributing to improvements in behaviour and attitudes. Some parents had concerns about bullying but there was no evidence of this in school during the inspection. Pupils stated that they would immediately refer any incident to a member of staff and were confident that it would be dealt with effectively. Relationships are harmonious between pupils of different ethnic and language backgrounds. New arrivals are welcomed with interest and kindness by other pupils.

Exclusions

There were four fixed period exclusions in 2003-2004. This continues a significant decreasing trend since the last inspection and reflects the success of the school's behaviour policy and intervention strategies.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Black or Black British – Caribbean
Black or Black British – African

No of pupils on roll
91
51
91

Exclusions in the last school year

Number of fixed period exclusions	Number of permanent exclusions
2	0
1	0
1	0

11. The school promotes pupils' cultural development very well, making effective use of local resources and drawing on the diverse cultural traditions of families in the school population. The high quality of the art work in school results in lively displays, featuring, for example, the Benin civilisation in Africa, the work of Georgia O'Keeffe, and the diversity of life in the local area. Pupils take a lively interest in the practices and traditions of different faiths and cultures. The school helps pupils and families new to the country to learn about the locality and its customs. It takes every opportunity to enrich pupils' experience through participation in cultural events and provides very good preparation for life in a multicultural society. The school fosters pupils' social development very well from the nursery onwards by teaching good social skills and encouraging pupils to consider the effects their actions have on others.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils are well taught and this leads to good achievement. The breadth of the curriculum interests and motivates pupils. The school is highly inclusive in its efforts to meet the needs of individuals. It provides very good care, support and guidance, and has excellent links with partners in the community.

Teaching and learning

The quality of teaching is good overall and this results in good learning by pupils. The assessment of pupils' work is good.

Main strengths and weaknesses

- Teaching is well planned and thorough so that pupils learn well.
- Much of the teaching is lively and enthusiastic and engages pupils' interest.
- Teaching assistants make a very good contribution to pupils' learning.
- Teaching does not always ensure that skills are consistently applied, or extended further.
- The emphasis on language for learning is not always strong enough.
- Teamwork is effective in helping teachers to share good practice and develop their skills.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (24 %)	20 (40 %)	16 (32 %)	2 (4 %)	0 (0%)	0 (0%)

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

12. There has been a high turnover of teachers since the last inspection, but the school has been active in recruiting and developing a strong and mutually supportive teaching team. The teachers are committed to achieving the best for pupils, and to developing their own skills in order to do this. This leads to high aspirations, reflectiveness about what works and what could be better, and determination to overcome barriers to learning.
13. The quality of teaching is enhanced by the use of teachers' specialist expertise, as seen in art, dance, drama and music. Teachers plan together in phases. Good teamwork is helping to develop consistency in teachers' expectations and this is helpful for pupils. Teachers are keen to share good practice, to find solutions to problems, and to learn from each other. They seek to extend their subject knowledge and this is contributing, for example, to the improvement of provision in ICT.

14. Teaching assistants work closely and purposefully with the teachers in order to lead learning forward. They are skilled at helping all pupils to participate. For example, in class discussions they sit near pupils who have special needs or are at an early stage of learning English, to give additional explanation and help in rehearsing answers so that all pupils can contribute.
15. Teachers work hard to manage classes well, in order to secure good behaviour and maintain the pace and focus of lessons. They generally do this very effectively, although some pupils find it hard to concentrate and to exercise self-control. Occasionally, when groups are large, or there is insufficient challenge in the teaching, the management of behaviour becomes an issue and the pace of learning slows. The school is quick to identify the causes of any unsatisfactory teaching and to take action. The school has good systems for supporting teachers and for maintaining clear expectations of behaviour, so that the disruption of learning by poor behaviour is rare. Teachers have a good rapport with pupils and this fosters positive attitudes, interest and enthusiasm for learning.
16. Teaching is well planned and thorough. Teaching and learning are good overall in English and mathematics. Basic skills are well taught. However, pupils are not challenged enough to remember and to apply what they have learned, for example in handwriting and spelling, in all their subsequent work. This means that errors persist. Lesson objectives and targets are clearly set out, but not always expressed simply enough. Good links are made between subjects, for example in using art to support and enrich learning in history. Pupils are well motivated when they work for a practical purpose, but opportunities for investigation and the application of skills are not always fully exploited, for example in mathematics and science.
17. Teaching methods, such as the use of discussion partners, encourage pupils' speaking, listening and participation within the group. This is particularly helpful for pupils who are at an early stage in learning English. Teachers ask questions well and pupils are confident in responding, although pupils are rarely challenged by supplementary questions or prompted to investigate further. Pupils are expected to listen, but not always helped by being given something to listen for. Many lack confidence in speaking out and engaging an audience, and they need more help in doing this. In mathematics, pupils are encouraged to clarify their thinking by explaining their ideas, but this is less evident in other subjects.
18. Teachers and teaching assistants are alert to the needs of pupils for whom English is an additional language, and these pupils achieve well as a result. A support teacher provides good teaching and guidance for others in ensuring that needs are met. Home languages are recognised, and used to support pupils' learning throughout the school. For example, Tamil speaking pupils are confident to use their first language for learning during lessons and when they attend Tamil club. In most lessons, pupils who are learning English as an additional language are well supported by the class teacher and teaching assistant. Teachers recognise the importance of reinforcing pupils' understanding of technical vocabulary. However, there is not always enough emphasis, for pupils of all language backgrounds, on the meaning of words and the identification of what they may not fully understand.
19. Teachers assess pupils' learning carefully. They make good use of progress reviews which identify underachievement and highlight areas for action, in reading, writing and mathematics. Teachers assess work together, for example in scrutinising a termly sample of writing by each pupil. This helps them to pinpoint the level of achievement and what needs to be improved.
20. Teachers are very well informed about pupils with special educational needs. They take these pupils' needs into account very effectively when planning lessons and teaching, in order to lead learning forward. Teaching assistants contribute strongly in helping pupils with special educational needs to meet the targets on their individual education plans.

21. The quality of teaching has improved since the previous inspection. There is significantly more very good teaching which enthuses pupils, draws on a high level of subject knowledge, and helps pupils to achieve more than they thought possible.

The curriculum

The school provides a very good curriculum. It offers pupils a wide range of opportunities for learning, in and out of lessons. The school's accommodation and resources for learning are good overall.

Main strengths and weaknesses

- The curriculum is very well planned and organised, with many innovative features.
- The school makes very good provision for the arts.
- Provision for pupils with special educational needs is very good.
- Pupils' learning is much enriched by visits, special events and 'out of school hours' activities.
- Resources are limited, though improving, in ICT.

Commentary

22. The school has developed a broad and balanced curriculum, which includes much that is imaginative and exciting and meets all statutory requirements. The school is innovative in its approach, evaluating its performance and seeking ways of making the curriculum even better. The planning of the curriculum is comprehensive and very well co-ordinated, and the headteacher and deputy headteacher regularly monitor its implementation.
23. The National Strategies for literacy and numeracy have been established across the school, and developed to take account of particular needs and areas of weakness in learning. The organisation of groups, by ability or gender, is a response to the school's analysis of pupils' progress. Teachers' expertise is put to good use, as seen in the teaching of history and religious education across year groups, and in the specialist teaching of art, drama, dance and music. The timetable has been adapted imaginatively, to allow time for planning, preparation and assessment by teachers, while ensuring that pupils also gain through enrichment of the curriculum .
24. Religious education follows the locally agreed syllabus, and the teaching of sex and drugs education meets statutory requirements. The school provides effective personal, social and health education through 'circle time', class discussions, assemblies and the work of the school council. There is a strong focus on health and healthy eating, reflected in the Healthy Schools Award which the school gained in 2002.
25. The school places a strong emphasis on provision for the arts. Pupils are strongly motivated by participation in arts projects, and this has been noted to have a positive impact on attendance. Learning in many subjects is underpinned by work in the arts. For example, in history, pupils have produced block prints of Viking gods which are now on display. Year 6 pupils produced a display and slide show of a recent educational visit to Dorset, and have made light boxes as part of an installation at the National Theatre. Pupils have participated in a Shakespeare project, producing work of high quality about the play 'The Tempest'. The school works exceptionally well with partners in the community in order to maximise opportunities for pupils and enrich their experience.
26. The school makes very good provision for pupils' 'out of school hours learning' (OOSHL). This includes a daily breakfast club, and homework clubs at the end of the day at which students from the local secondary school act as tutors. A wide range of extra activities is provided including ju-jitsu, football, drama, dance, African drumming, and violin and guitar tuition.
27. The curriculum is underpinned by a well-planned series of local visits to places of interest, such as a visit to the British Museum to look at Roman artefacts. Poets, artists and musicians visit the school. Pupils participate in a programme of residential visits which widen their horizons, extend learning and

strengthen social relationships.

28. The provision for pupils with special educational needs is very good. The school has very effective systems for ensuring that individual needs are met, and these include a thorough 'class needs analysis' on a regular basis. Individual education plans contain realistic targets, sharply focused on what pupils need to learn, that are regularly updated. Good provision is made for the large number of pupils who are learning English as an additional language, so that they have access to the whole curriculum and participate fully in enrichment activities. The school is working to broaden its provision for gifted and talented pupils, building on its thorough analysis of attainment and progress by all pupils.
29. The school is developing its resources for the teaching of ICT and provision for the subject is improving. Resources for learning are satisfactory overall and good in many areas. Recent expenditure on the expansion of reading materials in the school library has been particularly effective. The school's accommodation is generally good, and it is being improved by the current refurbishment programme. For example, the recent creation of enclosed group rooms within classrooms is extending opportunities in the organisation of teaching and learning. Pupils' work is displayed with care and respect throughout the school, enabling pupils to take pride in their efforts and to celebrate achievement. Pupils talk with interest about these displays, recalling the work they have done and what they have learned. The playgrounds have been recently refurbished with a good range of equipment and a fenced ball court, which are put to good use, in and out of school hours. This is extending challenge and opportunity for all pupils. The school makes good provision for outdoor learning within the Foundation Stage curriculum.
30. As a result of innovation in curriculum planning by a well managed and enthusiastic staff, who are all open to change, very good progress has been made in curricular provision since the last inspection.

Care, guidance and support

The school cares very well for pupils and pays close attention to their welfare, health and safety. It provides very good support, advice and guidance based on effective monitoring of pupils' individual needs and progress. The school is effective in involving pupils in its work.

Main strengths and weaknesses

- The school provides a comprehensive web of support for pupils.
- Members of staff know pupils very well and guide their progress and development very effectively.
- The school seeks and acts on the views of pupils, involving them very well in the life of the school.

Commentary

31. A strong network of support systems has been developed to ensure that all pupils, whatever their needs, are able to thrive. This is a strength of the school. Pastoral care has a high priority and there is a dedicated and well-trained team of support staff who play an important part in caring for the well-being of pupils in the classroom and in the playground. As support staff develop their expertise, through the provision of training, their role is evolving to include greater responsibility for the support of different groups of pupils.

32. The school recognises that many pupils have difficulties in their lives which can impede their learning. The 'Place 2B' is a sanctuary where experienced counsellors offer expert support to pupils, and also to parents and staff. This service is easily accessible by pupils who may self-refer or be referred by others. It can provide immediate or long-term support tailored to need. The counsellors teach pupils practical techniques to modify their behaviour and improve their ability to learn. They monitor progress systematically and liaise with teachers. They offer parents practical advice in helping their child. Where there are severe problems, the school works closely with other agencies. There are effective procedures for child protection
33. The school works effectively with the home-school liaison officer. A breakfast club is provided which encourages attendance and punctuality, as well as ensuring that pupils have a healthy and sustaining meal at the start the day.
34. Classroom induction procedures for new pupils to the school are effective. Those who have joined since reception, including pupils who are refugees, report that their welcome was friendly and that they had no problems being readily accepted into the school community. Pupils are broadly assessed on arrival with a more detailed process being undertaken as information becomes available. Pupils whose first language is not English are supported well on joining the school. Members of staff, or other adults who share the home language, help pupils to understand what is expected and to participate in school life.
35. All members of staff are approachable and know the pupils very well. Teachers are alert to possible problems outside school and are quick to report signs of distress. Comprehensive personal development reports and very good tracking systems mean that pupils' progress and welfare are closely monitored, and areas of concern are addressed.
36. The school has efficient procedures to comply with health and safety requirements and places a strong focus on a healthy diet. It provides freshly cooked meals and fresh fruit and vegetables every day for staff and pupils. Although the school works hard to create a good environment for learning, heavily-used areas of the building are not as clean as they should be. Standards of cleanliness in some of the toilets, especially in the older classes and in the playground, are below that which would normally be acceptable. Pupils find this unpleasant. The school is working to resolve these problems.
37. The school regularly seeks pupils' views, in questionnaires and through the school and class councils. Recent proposals have resulted in the organisation of a very popular school disco and the planned introduction of water coolers to replace the broken and unsightly water fountains. Pupils are confident that their ideas are valued and result in action that is of benefit the school. This builds their sense of belonging and pride in the school.
38. The school recognises the diverse needs of its intake. It works very effectively to create good conditions for learning, and to ensure that all pupils are included and able to benefit from all that the school offers.

Partnership with parents, other schools and the community

The school has excellent links with the local community. Its links with parents are good and it has very good links with other schools and colleges.

Main strengths and weaknesses

- The school contributes to and makes excellent use of community resources.
- Close links with other schools and colleges contribute to the quality of education.
- Parents are provided with very good information about the school and pupils' progress.

Commentary

39. The school works very effectively with the local community to extend opportunities for all. The headteacher and the community-school liaison officer work closely together in this, drawing on newly-available regeneration funds to enrich provision for pupils and to benefit many who live locally. The school has become an integral part of the local community's regeneration. The close relationship it has with the Quaggy Trust, which has been involved in community regeneration, has led to the building of a new neighbourhood nursery and children's centre on the site. This resource plays an important part in removing barriers to learning. The centre is designed to complement the school's ambitious plans for 'wrap around' care for local children, and to benefit parents and local people by offering both practical and educational services. Parents are encouraged to develop their own skills from the varied courses that are offered in family learning and lifestyle, and language development. A crèche, community nursery and toy library are provided to support local parents who wish to acquire new skills and gain accreditation as childcare providers. The school provides placements for trainees and, where possible, is active in helping parents to develop their careers through work in school. The school's links with the community have developed significantly since the last inspection.
40. The school establishes good contacts from the outset with the parents and carers of new arrivals, and helps to smooth the path for families who are new to the country. A Somali parent spoke of feeling part of the team in working with the school to help this process. In a scheme established by the school, parents who have little English language or cultural experience are invited to an after school club. Teachers, and volunteers who speak the same language, use imaginative projects and residential visits to help newcomers to participate in education. Support extends to other parents where the school can help with parenting skills and provide courses to enhance understanding of the curriculum, thus benefiting their children's learning.
41. A number of community organisations are involved with the school, including arts, dance, sports and music groups, and the local football club. The school also reaches out to the community. For example, it involves pupils and parents in the local 'Quaggy Carnival' carnival held at the school. It participates in a scheme to cook Christmas dinners for old people. The school and the community share the new ball court facilities which are available to local people in the evenings.
42. The school works hard to harness the support of parents for their children's learning, and this is growing. There are regular parent-teacher meetings. Some parents find the timing of these, which take place during the working day, inconvenient. However, the school secures a high level of attendance at these meetings and they provide a valuable opportunity for pupils to share their work with parents. Written reports are clear and succinct and they are complemented by verbal reports on progress and recorded individual targets. Parents report that they are generally happy about the information they are given. The school also provides useful information in a number of languages on a notice board at the entrance of the school. Pupils help to produce a lively and informative weekly newsletter.
43. The school has developed a homework timetable and older pupils receive regular tasks to reinforce their learning. Parents do not generally come into to school, to support reading for example, although they are encouraged to do so. Many pupils are not heard to read at home, although book bags are taken home regularly, and their progress is restricted by this lack of practice. The school is developing an action plan to increase support for reading. The procedures to deal with parents' complaints are generally informal, but most parents feel they can approach the school with confidence if they have concerns.
44. As part of the Behaviour Improvement Plan, a government initiative, the headteacher plays a very active part in the 'cluster' of local schools and fosters close links across the stages of education by sharing best practice. Regular meetings of senior managers, and the sharing of a behaviour expert, help to smooth pupils' transition to the local secondary school. Transfer arrangements are well established and, although pupils move on to a number of different schools in the area, the school's systems ensure very good continuity. The school has forged good links with local colleges in support of teacher training and the recruitment of staff.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very effective leadership, harnessing the efforts of the whole staff team in taking the school forward. Governors make a good contribution in helping the school to achieve its aims.

Main strengths and weaknesses

- The headteacher leads with vision and determination to achieve the best for each pupil.
- Leadership is broadly based, teamwork is strong, and staff are deployed to very good effect.
- The school is innovative and reflective, and rigorous in evaluating its performance.
- The school is effective in recruiting, inducting, mentoring and developing its staff.
- Very good systems are in place for monitoring progress and providing support where it is needed.

Commentary

45. The headteacher sets sights high for the school. She works with energy, insight and ambition to overcome barriers to learning and to create an environment where every pupil is able to succeed. She has built a strong team of teachers and teaching assistants who work well together, and are committed to continuing professional development. The headteacher develops the skills of the staff, and many in recent years have been promoted to leadership positions in other schools. The school makes a strong contribution to initial teacher training, for example, by training graduates through the Graduate Teacher Programme, five of whom have now joined the staff. The headteacher ensures that the school provides a supportive environment for new teachers, helping them to rise to the many challenges they meet and to give their best.
46. Responsibilities are shared so that leadership is broadly based. The headteacher is very well supported by the senior management team. The deputy headteacher is innovative and pro-active in overseeing the school's broad and imaginative curriculum, in her role as Primary Strategy Manager. Subject leaders are enthusiastic and keen to take their subjects forward, though many are currently new to the role. English and mathematics are led well by the deputy headteacher and four phase leaders, so that good practice is implemented consistently across the school. Good leadership in ICT is improving provision for the subject. Phase leaders contribute to the monitoring and improvement of teaching quality, working with the headteacher and deputy headteacher to address weaknesses and to extend good practice.
47. Very good systems are in place to ensure the orderly running of the school. Communications are good, internally and externally. The office staff know parents well and are central to the maintenance of good relationships and communications. Well-defined line management reinforces the sense of teamwork. Staff understand their responsibilities and know where to turn for help. Schoolwide approaches, for example to the use of homework and the implementation of guided reading, are helping to raise attainment. The school's self-evaluation is very thorough, and all staff are involved in evaluating what works well and what could be improved. The school has developed a very effective process of school improvement planning, clearly defining goals and targets and the means of achieving them.
48. The school is innovative in its pursuit of excellence and enjoyment. This is seen in the organisation of specialist teaching to secure time for teachers' planning, preparation and assessment while ensuring that pupils' learning also benefits. It is also evident in the awards gained by the school, and in its involvement in projects with external partners. The headteacher contributes widely beyond the school. She works within the local education authority as a consultant leader and helps to support and develop other schools which are facing challenges. Effective practice in the implementation of national initiatives has been shared with others. For example, a video, produced by the National Primary Strategy to support the introduction of Intensive Support for Primary Schools, featured the school's approach to reviewing pupils' progress.
49. Information is gathered termly from assessments in literacy and numeracy and used to track pupils' progress throughout the school. The school's leadership interprets this information and carries out

regular progress reviews with all teachers, highlighting areas of concern, actions to be taken and pupils to be targeted for extra support. This is a very effective system which provides an early warning if progress is insufficient, and sets sights high for staff and pupils. It has yet to be extended to provide an overview of progress in the early years, and in other subjects.

50. Provision for pupils with special educational needs is very well led and managed. The co-ordinator works to very good effect with class teachers and the senior teaching assistant, to ensure that pupils make progress when working with support staff. External support is drawn on very effectively to help pupils succeed. Support for pupils through the ethnic minority achievement grant is well led and managed. The school's leadership is highly committed to educational inclusion and equality of opportunity for every pupil. This is evident in the unrelenting attention given to pupils' progress and individual needs, and in the quality of the curriculum provided.
51. The governing body fulfils its responsibilities well. It creates a bridge to the community and offers expertise on which the school can draw. It contributes to strategic planning and evaluation of the school's performance and is helping the school to market itself effectively.
52. The school uses its resources well to meet its educational aims. Money carried forward from previous years is being put to good use. Spending, including the use of special grants, is carefully considered and evaluated in terms of its impact on pupils' learning and achievement.

Financial information for the year April 2003 to March 2004

		Balances (£)	
Total income	1,347,347	Balance from previous year	41,971
Total expenditure	1,340,970	Balance carried forward to the next	48,348
Expenditure per pupil	3,223		

53. Expenditure per pupil is around the average for schools in London with a similar intake. In the light of the progress made by pupils and the quality of education provided, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision for children in the Foundation Stage is **good**.

When children start in the nursery, attainment levels are very low in all the areas of learning. Many of the children speak little English, and many, from all language backgrounds, are not yet able to express ideas clearly. The level of children's personal, social and emotional development is very low at the start because of limited pre-school experience. Children achieve well in nursery and reception although, by the end of the reception year, attainment is still well below average in all the areas of learning.

There have been some good developments as a result of recently improved leadership and management, including the appointment of a phase leader. Although it is too soon to see the full impact of all the measures taken, a more coherent approach to planning and practice throughout the Foundation Stage is being developed. The nursery and reception classes are working much more closely than previously, and leadership is good in all the areas of learning.

Teaching is good overall and some very good teaching was seen during the inspection. This is an improvement since the last inspection. Teaching is closely monitored and newly qualified staff are given very good support. Teachers monitor the children's progress closely and record their achievements in order to plan what needs to be taught next. Detailed information is collected about the learning of individuals. However, the school does not yet have a clear overview of progress in the early years to inform the next stage of teaching and learning, and it is now working to develop this.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good relationships between adults and children are established quickly.
- Children quickly settle into daily routines.
- Children grow in confidence.

Commentary

54. For many of the children, starting nursery is their first experience of leaving parents and carers. They generally lack confidence and have very little understanding of classroom routines. As a result of sensitive and skilful teaching, the children quickly establish trusting relationships with adults and become more willing to settle to an activity. The children learn to care for one another because the adults are very good role models. The staff ensure that all children are included during an activity and that they take turns fairly. The children in reception show increasing levels of concentration and independence.
55. Teachers provide very good individual support for children when it is needed and this helps to build their confidence and self-esteem. The children respond well to the expectation that they will behave sensibly. For example, some children choose story books or practise writing independently when they have finished a set task. In all classes, teachers strongly reinforce the importance of good relationships and consideration for others. Although attainment is well below average in meeting the early learning goals by the end of reception, children achieve well because of the good teaching they receive.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and enables children to achieve well.
- There is good support for children for whom English is an additional language.
- Children learn to enjoy stories.
- Children do not always have enough opportunity to speak and listen in a group.
- Very few children reach the early learning goals in linking sounds and letters with words.

Commentary

56. Teachers work hard to improve children's spoken language skills. Skilful questioning and encouragement help to establish confidence so that children are willing to try to express their thoughts. Stimulating activities, such as discussing a well-known story or digging in the garden, provide good opportunities for teachers to extend children's vocabulary. When discussing the story of 'Elmer the Elephant', for example, good questions from the teacher such as "What do you think Elmer felt like?" and "Why did Elmer do that?" encouraged children to think and to put their thoughts into words.
57. Teachers understand the needs of children for whom English is not their first language, many of whom are at an early stage in learning English when they start in the nursery. Guidance from a specialist teacher, the recognition of home languages, and strong individual support from teachers and teaching assistants helps children to build their confidence in communicating. Staff respond well to individuals, encouraging them to talk, as when a teacher had a conversation with a nursery child who was trying to tell her about a recent shopping trip.
58. On occasions, the children are not sufficiently encouraged to participate in groups, so that they can be involved in language learning through interaction with adults and with each other. At times, particularly in the nursery, children are left for too long to play independently.
59. Children are beginning to enjoy stories. They show interest in pictures and like to talk about what they see. Reception children are beginning to show awareness of rhyme and anticipate the similar sounding words in simple poems. Their knowledge of letter sounds develops slowly and they do not consistently link initial sounds to words or attempt to write words other than their names. Children are given opportunities to try writing, and they begin to attempt letters, but few are writing independently by the start of Year 1.
60. Teaching is good overall. The teaching of reading skills seen in reception was very effective and resulted in very good achievement in the lesson. Learning objectives were very precise so teaching was very clearly focused. As a result, the pace of learning was brisk. Children learned to make predictions about the book by looking for clues on the front cover. New vocabulary such as 'author' and 'illustrator' was introduced, and the children learned that the words on the page carry meaning.
61. Overall achievement is good, given children's very low starting point, but few are on course to reach the early learning goals by the end of the Foundation Stage and attainment is well below average. In particular, the children's knowledge of sounds and letters and common words, for use in reading and writing, is limited.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because of good teaching.
- Children become confident in counting.

Commentary

62. Achievement is good because of a strong emphasis on number, and the use of relevant mathematical language. When children start in the nursery, they are at a very early stage in their mathematical development. At the end of reception, standards are well below average. However, although children do not generally reach the early learning goals by the end of reception, they make good progress towards them. Children in reception know the names and some of the characteristics of common shapes. Some have a good understanding of simple mathematical ideas such as longer/shorter and more/less. Most can count to five, and many to ten, with growing accuracy, because there are frequent opportunities for counting. Few children, however, use their knowledge confidently in solving simple practical problems.
63. Teaching in this area of learning is good overall. Resources are used well to stimulate interest and encourage mathematical language. During the inspection there was good emphasis on the teaching of shape, pattern and colour in the nursery. Children's learning was extended well in reception when they explored the outside area to find the different shapes in the building and play equipment. Teachers support individual children very well in order to develop mathematical vocabulary, although not always reinforcing the use of language enough through work in groups.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan many experiences to enrich children's learning.
- Teaching is good, encouraging interest and curiosity.

Commentary

64. Children's general knowledge of the world is, in many cases, poorly developed when they start in the nursery. Some children, from families new to the country, have little knowledge of the local area. Teachers plan well to compensate for this by arranging visits out of school, for example to local shops, markets and other places of interest. This also provides a sound basis for language development.
65. There is a satisfactory range of construction equipment to challenge and stimulate children. The most popular equipment is often the large plastic trays from which children constructed 'houses', and which inspired some imaginative play. Computer skills were a focus for teaching during the inspection. The children, most of whom do not have access to a computer at home, showed increasing confidence when controlling the mouse, because of the good teaching they received. Physical development and scientific understanding were linked well when nursery children dug over the soil in the garden area to find worms and other insects. Some purposeful mathematics took place when the worms were counted.

66. The school helps children to extend their understanding of the natural world. The learning was very exciting when a visitor introduced nursery children to a selection of live animals, including a snake. The children learned how to care for creatures and how to handle them gently. They were particularly captivated by a rabbit, which they all stroked. In some classrooms, there are stimulating and imaginative displays which serve to engage children's thinking and promote interest in the world around them.
67. Overall, the quality of teaching and learning is good and children achieve well. Children significantly extend their knowledge and understanding of the world, though standards are well below average at the end of reception, and few children reach all the early learning goals.

PHYSICAL DEVELOPMENT and CREATIVE DEVELOPMENT

68. Children's work in these areas of learning was sampled. Not enough teaching was seen to make a judgement about the overall quality of provision.
69. A good range of activities is planned to promote children's physical development, and to include all children in developing their skills. Children climb, crawl and swing confidently on the large outside apparatus. There are plenty of opportunities for them to use small tools and equipment in order to practise finer control of their movements.
70. Teachers encourage children's creative development, linking this with other areas of learning. For example, shape mobiles were constructed with paper, card and glue by children in reception to reinforce their mathematical understanding. There are opportunities for children to paint independently if they choose. Some impressive portraits are on display in reception which indicate careful observation backed up by discussion. Role play areas are provided to stimulate imaginative play, but when there is not an adult present to help sustain this, children's play is often limited in scope. Teachers plan music lessons and provide instruments to help children explore the different sounds they make.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Basic skills in literacy are well taught and pupils achieve well overall.
- Guided reading develops pupils' interest and skills in reading to good effect.
- Pupils' progress in reading and writing is monitored closely, to identify where action is needed.
- The focus on speaking and listening, and understanding vocabulary, is not fully developed.
- Pupils are not challenged enough to be accurate, or to apply consistently what they have learned.

Commentary

71. Results in national tests in 2004 were well below average in Years 2 and 6. However, standards have improved significantly since the previous inspection and are continuing to do so. Achievement is good throughout the school, as reflected in the 'value added' over time. Most pupils achieve as well or better than expected on the basis of their prior attainment. Standards in the work seen are well below average in Year 2, but pupils make good progress in reading and writing. In Year 6, standards are below average, but rather better than seen in the 2004 results. Throughout the school, the strong emphasis placed on reading and writing, the close monitoring of individual progress, and the measures taken to remedy identified weaknesses all contribute to good achievement. The school's analysis shows that pupils from minority ethnic groups, and those who are learning English as an additional language, do as well overall in reading and writing as other pupils.

72. Attainment in speaking and listening is well below average across the school. Many pupils from all language backgrounds lack skills in listening and responding to others, and in expressing themselves clearly. Many of the pupils are learning English as an additional language, and a significant number are at an early stage in acquiring the language. Some pupils have speech and communication difficulties, and many start school with poorly developed language skills. The school recognises the importance of developing pupils' speaking and listening skills, to underpin learning in all areas. It does much to address weaknesses, while recognising that there is more to be done. Planning includes clear objectives for speaking and listening. Pupils are encouraged to address an audience, but many lack the skills and confidence to do this well. Pupils benefit from many activities, such as carrying out interviews and play acting in assembly, which are designed to build confidence in speaking. They are given regular opportunities to participate actively in discussion, for example with designated partners. Teachers require pupils to listen, but sometimes do not give pupils a specific enough purpose for listening. Teachers introduce and explain technical terms well, but do not always probe the extent of understanding. Pupils need more encouragement to explore word meanings and to identify words they do not understand, for example in their reading. They are not prompted sufficiently to expand their responses or to explain and compare their ideas.
73. The school places a major emphasis on reading. The teaching of phonics is thorough, although pupils' knowledge is not always confidently applied in the reading of unfamiliar words. Common words for reading are systematically taught. The school has built up good stocks of books. It encourages pupils to read regularly at home, and to record their reading in a reading journal. Book bags are taken home daily, although the frequency of reading at home varies widely. The school is continuing its efforts to increase parental support for reading, in order to give pupils more practice, which many need. Guided reading groups are organised to provide group and individual teaching at an appropriate level. These are effective in ensuring that pupils make progress in reading and that higher attaining pupils extend their skills in reading widely. However, younger pupils at an early stage do not always gain as much as they could from time allowed for reading, on occasions when their group is unsupported by an adult.
74. Pupils regularly practise handwriting, although the quality of handwriting is very variable in pupils' own writing. Expectations do not clearly develop through the school. Pupils learn to spell common words and to recognise patterns in the spelling of words. Many pupils spell well, although there is insufficient expectation that words learnt will subsequently be spelled correctly in all writing. Systems are in place to help pupils check and improve their spelling, but these are not used consistently. Pupils are interested in punctuation, though often continuing to make errors in basic sentence punctuation. They learn to use paragraphs and to structure different forms of writing, and they write for a wide range of different purposes. Pupils enjoy opportunities to write extended stories, which they make into books, and their writing is lively and expressive. Pupils in Years 5 and 6 write widely, but the quantity of younger pupils' writing is often too little to develop fluency, confidence and correctness. Teachers prepare pupils well for writing tasks, but do not always intervene enough while work is in progress, to reinforce learning and to correct errors.
75. The teaching of literacy is good overall, resulting in effective learning by all pupils, whether learning English as their first language or as an additional language. Strengths lie in teachers' knowledge of the subject, in the thorough teaching of basic skills, and in teachers' engagement of pupils' interest in reading and writing. Teachers share targets and objectives for learning with pupils, although these are not always expressed simply enough. However, pupils are highly motivated when challenged by a task with a real purpose, such as writing a report based on interviews with workers in the community nursery. Teaching assistants make a valuable contribution, working with groups in reading and writing, and helping pupils who are hesitant in speaking to participate in discussion. The support teacher for ethnic minority achievement works effectively with pupils who are at an early stage in learning English, and guides staff well in taking account of individual language needs, and the pupil's home language.
76. The school closely monitors the progress of all pupils, including those with special educational needs, those from minority ethnic groups and those who are learning English as an additional language. It identifies the level of each pupil's writing and reading each term. This results in the planning of intervention, such as giving extra support to weaker readers in Year 3, and the setting of targets for classes and individual pupils. It also leads to the refining of practice across the school, for example in reinforcing pupils' skills through guided reading. Following concerns about the achievement of boys

now in Year 5, boys and girls in this year group are being taught separately in English and both groups are now achieving well. The deputy headteacher provides very good leadership in literacy, analysing results to identify weaknesses in learning, and working with the whole staff team to develop the curriculum and to share successful practice.

Language and literacy across the curriculum

77. Literacy is linked well with other subjects, as seen, for example, in writing about the Tudors, and the use of factual information books within guided reading sessions. This gives interest and purpose to pupils' reading and writing, although skills are not always extended systematically, for example within writing in science. Older pupils have some opportunities to word process their work, as when producing their own storybooks, and this adds to the quality of presentation. However, ICT is not used widely to support the practice of basic skills, such as reading and spelling. Speaking and listening activities are purposefully planned across the curriculum and this is helping to build pupils' skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are rising.
- Lessons are well planned to ensure that learning is effective.
- Teaching is confident and enthusiastic, and pupils enjoy their work.
- Teachers' question pupils well and include all pupils.
- Pupils are not challenged sufficiently to apply their skills in investigating and solving problems
- ICT is underused in supporting and extending pupils' mathematical learning.

Commentary

78. Pupils achieve well across the whole school. Standards have risen significantly since the last inspection, and are continuing to rise as pupils move through the school. Standards in the work seen are well below average in Year 2 and below average in Year 6. Pupils are making good progress.
79. Teaching is good overall and some very good teaching was seen. Lessons are well planned and resourced, and tasks for pupils of different abilities are clearly outlined. Teachers' knowledge and expertise in teaching the subject have been extended as a result of their recent training. This is reflected in skilful questioning by teachers. A variety of questions is asked of all pupils, with time given to the least able pupils to think about their reasoning. Pupils learn well because they are all included. In an imaginative Year 3 lesson, for example, lower attaining pupils were given every opportunity to discuss the differences in heights of a column of coloured liquid, and the challenge was portrayed as a type of fairy story. Pupils are often motivated by the teachers' enthusiasm and imaginative presentation of topics. This was evident, for example, in a lesson where Year 6 pupils used their own body sizes to explain the relationships between 0.5, 50 per cent and a half. Although tasks are well matched to most pupils' abilities, pupils are not always challenged to achieve more or to investigate further.
80. Teaching assistants make a significant contribution to the learning of pupils with special educational needs. They are also alert to the needs of those for whom English is an additional language, working to ensure that language barriers do not hinder mathematical achievement.
81. Most pupils enjoy their lessons and are keen to improve their skills in mental calculation. 'Quick fire' games at the start of lessons create a pace that is often continued throughout, ensuring that little time is lost. For example, Pupils in Year 4, practising number bonds to 100, became thoroughly engrossed in the task of finding the missing numbers. Because of the interest and pace of lessons, pupils develop good attitudes to the subject and behave well.

82. The school recognises the need to develop pupils' mathematical reasoning and problem solving skills. However, opportunities are limited for pupils to apply and extend their skills in the course of mathematical investigations, and in tackling mathematical problems that are directly relevant to their lives. The use of ICT to support and extend learning in mathematics is not yet well developed.
83. Provision has improved significantly since the last inspection. Recent training has further strengthened continuity and progression in both teaching and learning. The leadership and management of the subject are very good. The quality of teaching is monitored effectively, and pupils' progress is carefully analysed. As a result, areas of strength and those which are in need of development are very well understood.

Mathematics across the curriculum

84. As a result of innovative curriculum planning, numeracy skills are put to good use in many areas of the curriculum. For example, pupils use their skills in measurement in design and technology. In history, pupils relate numbers to the use of timelines, and skills of measurement and estimation are applied in activities such as making 'Tudor' biscuits. Work on shape is applied in art, as when pupils used simple shapes to portray the Viking goddess, Freya. Such opportunities help pupils to reinforce and to consolidate their mathematical knowledge, although not always serving to extend mathematical thinking.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses:

- Pupils have good attitudes to science.
- Pupils learn well when working practically for a purpose.
- Investigative skills are not systematically developed.
- Monitoring and assessment in science are not focused enough on raising standards.

Commentary

85. Standards are well below average in Years 2 and 6, although pupils make sound progress and their achievement is satisfactory. Results in the national tests at the end of Year 6 in 2004 were well below the average for all schools, though broadly in line with those in similar schools. Attainment in Year 2 in 2004, judged by teachers' assessment, was very low. Science assessments are carried out at the end of each unit of work, but procedures are not yet well developed to monitor progress in science accurately throughout the school, and to identify areas of weakness.

86. Pupils' attitudes to science are good. They are motivated, and talk with enthusiasm about what they have done. They particularly enjoy practical science, but say that they find worksheets boring. Although the work provided is often interesting, it is not consistently so, and there is insufficient emphasis overall on the progressive development of skills in scientific enquiry and investigation. In some lessons, the use of worksheets restricts pupils' thinking.
87. Teaching and learning are satisfactory overall and sometimes good. In good lessons, pupils learn by doing and by talking about what they are learning. In Year 3, for example, pupils were eager to compare their results when testing the properties of materials, and were able to talk about problems encountered in the course of their investigation. In Year 6, pupils applied their knowledge and understanding well when asked to design a new organism that could live in a hot, dry desert habitat. In some lessons, there is too much reliance on low level activities, such as cutting and sticking, or copying, which do little to further scientific enquiry. Higher attaining pupils are not routinely challenged to pursue ideas further.
88. Pupils are well supported in the use of scientific language. Higher attaining pupils become confident in using scientific terms, for example, talking in Year 3 about materials which are 'opaque' or 'translucent'. Achievement is good when pupils are encouraged to provide their own explanations, as when pupils in Year 5 explored different ideas about why they could see the air they breathed out on cold mornings. In some lessons, there is too little emphasis on developing thinking through extended questioning and talking through ideas. Pupils who are learning English as an additional language are helped to learn effectively. For example, Tamil speaking pupils were encouraged by the bilingual teaching assistant to use their first language, in helping them to learn about seed dispersal. They made good progress in knowledge and understanding as a result.
89. The curriculum is well planned overall, to ensure that the required programme of study is fully covered. However, when topics are re-visited in different years, the work does not always build on what has gone before. In particular, the skills of scientific enquiry are not steadily developed. Although pupils are introduced to ideas of fair testing, some older pupils are not sure about what it involves. The recording of investigations, including writing and the handling of data, does not develop systematically through the school.
90. Science resources, for activities in lessons, are good and well organised by the subject co-ordinator. However, there is a lack of ICT equipment to support science investigations, and science reference material in the library is limited.
91. The leadership and management of science are satisfactory. Colleagues value the support of the co-ordinator, but the school is not yet ensuring that marking, assessment and monitoring feed into raising attainment, through consistently good practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils' skills are increasing, though not yet meeting national expectations.
- Teachers are extending their own skills in the use of ICT.
- The school lacks resources for making full use of ICT across the curriculum.

Commentary

92. Standards in ICT are below national expectations for pupils in Year 2 and Year 6. Resources are becoming better, and in service training has improved teachers' skills. Achievement is satisfactory throughout the school, although older pupils in particular have not yet made up the ground previously lost.

93. Most classrooms are reasonably well equipped with computers. Some have interactive whiteboards which teachers are beginning to use effectively to enhance learning. A bank of laptop computers, acquired a year ago, is timetabled for use in different classes. This is making teaching and learning more effective, because skills are being taught and practised systematically by all pupils.
94. The school is seeking funding to extend its resources further. At present, its computers are not networked. There is a lack of technical support, to assist teachers and the co-ordinator in dealing with the equipment. Limitations in software restrict the use of ICT across the curriculum, including the use of computers to practise basic skills, for example, in reading and spelling.
95. Teaching and learning are satisfactory overall. Teachers' subject knowledge is sound, enabling them to demonstrate processes clearly. For example, as a result of clear teaching, pupils in Year 2 successfully changed the layout of text, controlling spacing and the use of capitals. Some teachers introduce ICT into their lessons, by using PowerPoint for visual display. This was seen to add interest to the lesson, focusing pupils' attention, and encouraging interactive learning. Pupils are keen to learn and to extend their skills and they apply themselves well in lessons.
96. The subject is well led and managed. The co-ordinator has made significant progress in developing provision for ICT. Better planning and improvements in equipment mean that achievement is gathering pace. There is a clear overview of the strengths and areas for development and a realistic action plan for continued improvement.

Information and communication technology across the curriculum

97. Good use is sometimes made of ICT for the presentation of work, but it is not used widely for research, or to further investigations in subjects such as mathematics and science. Teachers' use of technology is developing well, and the increasing use of interactive whiteboards is enlivening teaching and helping learning, as seen, for example, in a religious education lesson. The school recognises the need for further enhancement of its resources in order to make full use of ICT across the curriculum.

HUMANITIES

98. One geography and one history lesson were seen during inspection, and no overall judgement can be made about provision in these subjects.
99. In **geography**, pupils learn to distinguish between natural and man-made features, as seen when they considered stories about a fictional island in Scotland. Older pupils are keen to learn about the wider world, for example, searching newspapers to identify articles that cover, local, national and international events. The curriculum is supported by a wide variety of well-planned visits, including visits to local rivers, and a week-long visit to Dorset where Year 5 pupils study the local geography in depth. Geography contributes significantly to the school's vibrant curriculum, and to pupils' interest in the world around them.
100. **History** features strongly within the school's curriculum and contributes significantly to the overall quality of pupils' education. Pupils' learning is enriched by good use of resources and a well-planned programme of visits to places of historical interest, which extend understanding of the periods being studied. For example, pupils in Year 3 went to the British Museum during the inspection to study Roman artefacts. Pupils gain a sense of history, and of chronology, learning about Viking and Tudor influences on the country, and comparing their lives today with those of children who lived in the period after the Second World War. Pupils take a lively interest in history, and readily recall what they have learned. Practical activities extend and enrich learning, as when pupils made biscuits following a Tudor recipe. Art is well used to reinforce learning in history.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils show respect for all faiths and for the beliefs of fellow pupils.
- Discussion and skilful questioning result in effective learning.

Commentary

101. Pupils achieve well in religious education, and standards meet the expectations of the locally agreed syllabus.
102. Teaching is good overall and often very good. Teachers use resources well to help pupils learn and remember, as when pupils in Year 5 eagerly answered questions about the artefacts seen in a Christian church, as displayed on the interactive whiteboard. Pupils worked in teams to consider the purpose and symbolism of different features, such as the altar, font and lectern. Pupils explore ideas in discussion, as when pupils in Year 4 were challenged to consider the life of Moses, and whether it was easy for him to be a leader.
103. Pupils learn about Christianity, Islam, Hinduism, Buddhism and Judaism, and their knowledge and interest in different religions reflects the diversity of the community. Respect for all faiths is apparent not only in lessons, but also in assemblies, displays in school and the regular celebration of festivals such as Eid, Christmas and Diwali. Pupils in Year 3 were interested in learning about the Jewish festival of Sukkot, drawing comparisons with other religious festivals that they knew about. Visits are made to local places of worship, and visits from faith leaders widen pupils' knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

104. Work in design and technology, music and physical education was sampled. It was not possible to see sufficient teaching to come to an overall judgment on provision in these subjects.
105. In **design technology** pupils design and make a good range of products, often linked to work in other subjects. They learn and apply skills such as selecting and combining materials, which are practiced in art lessons. However, the subject does not have such a high profile as art and design. The newly appointed subject leader recognises the need to review design and technology and to establish more effective assessment procedures.
106. The **music** co-ordinator has recently begun to teach music lessons throughout the school and brought about a more consistent approach to the teaching of skills. The co-ordinator's enthusiasm and commitment to building on current provision are reflected in pupils' good attitudes. The choir practices are well attended and there is a waiting list for instrumental tuition. Instrumental tuition is offered in violin and guitar, and pupils participate with enthusiasm. In the small sample of lessons seen singing was lively. Pupils improved their knowledge and understanding of music effectively because of the teacher's good use of subject knowledge to demonstrate and explain the musical structures. Pupils sing with energy and enjoyment in assembly, and are developing a good repertoire of songs known by heart. A new initiative is to introduce half-termly performances for parents so that pupils can celebrate and share their achievements.
107. In **physical education**, teachers follow a published scheme of work which supports their planning and ensures that skills are built up systematically. Pupils achieve particularly well in dance, which is strongly linked to provision for the arts. Pupils in Year 4 and 5 have swimming lessons and most achieve the expected standard. Some more able swimmers attend the local swimming club outside of school time where they are coached to a higher level. Good use is made of expertise from outside of school. For example, local authority sports coaches lead skills sessions in tennis and soccer. The

school participates in local school tournaments for girls and boys and generally provides good opportunities for pupils to test their skills. Pupils make good use of the new, fenced ball court, practising skills in football and basketball at lunchtimes.

Art and Design

Provision in art is **very good**.

Main strengths and weaknesses

- Work in art supports and enriches work in other subjects.
- Pupils reach standards which are well above expectations and achieve very well.
- Pupils benefit from skilled specialist teaching.
- Strong links with the community are fostered through art.

Commentary

108. Standards are well above those typically seen in Year 2 and Year 6. It is part of the school's mission to promote the arts and this is amply reflected in the creativity of art and design work displayed. The school justifiably holds the national Artsmark Gold award. Rich provision in the arts draws on and helps to celebrate the cultural diversity represented within the school. Pupils of all ethnic and language backgrounds participate with equal enthusiasm and achieve very well.
109. Much of the pupils' work is linked to other subjects in an exciting way, without losing sight of the skills to be learned. Pupils in Year 3, for example, created printing blocks in order to make story prints about Viking mythology. The idea of 'dreams' was thoroughly explored through a wide range of media, including fabric printing, three-dimensional work and literature. Work by the artist Georgia O'Keeffe inspired Year 5 pupils to produce some outstanding paintings of flowers. Pupils showed great skill in their controlled and sensitive use of colour. There are some excellent drawings to be seen from Year 1, showing the pupils' very accurate observation of musical instruments. Charcoal portraits by pupils in Year 6 are exceptional because of the skilful use of tone.
110. The quality of teaching and learning is very good. Consequently, very high standards are maintained throughout the school. Necessary basic skills are taught very well, so pupils learn, for example, to apply techniques to create texture when working with clay. Teachers' confidence and subject knowledge are high because they have the full support of the art co-ordinator, a part-time specialist teacher, who frequently works alongside them in the classroom. In a Year 1 lesson, for example, having completed painted portraits, children extended the idea by creating self-portraits in clay. The work was of exceptional quality because of the way pupils had been taught to build up the facial features. Pupils took great satisfaction in their achievement.
111. Children's work is displayed on many occasions outside the school. A magnificent, three-dimensional illuminated structure based on 'Festivals of Light' was recently exhibited in the National Theatre foyer. Pupils were winners in a recent 'Young at Art' project. Visiting artists work in school, capturing pupils' imagination and contributing to preparations for local events such as the Quaggy Carnival. Visits to arts centres and galleries are a very strong feature of provision and contribute significantly to ideas for art in school.

112. Leadership and management of the arts are very good and embrace not only art and design, but also the promotion of dance and drama. Specialist teaching is skilfully linked with the work of class teachers. For example, during the inspection, pupils in Year 2 were reading 'The Tunnel' by Anthony Browne. The book provided a stimulus for their work with clay as well as the opportunity to portray the story through movement and dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

113. One lesson was seen during inspection and no judgement can be made about overall provision. However, the subject makes a significant contribution to the overall life of the school, and to pupils' personal development.
114. Pupils' awareness of the difference between right and wrong is strong. They seek to use the systems established by the school, such as the school and class councils and circle time, to reduce conflict and to resolve problems. Pupils learn to respect the opinions of others and to co-operate within a group. They are helped to think about others, for example, considering what it is like to be a newcomer, and how new pupils can be welcomed and helped to settle.
115. Pupils learn to recognise that they have a part to play in contributing to the school community and to the wider community. They benefit from the school's excellent links with the local community, and with local services such as fire, ambulance and police. Elderly people from surrounding area visit the school. All these links help pupils to appreciate their responsibilities as citizens.
116. Education about sex and relationships, and the misuse of drugs, is taught in keeping with the locally agreed syllabus and through science lessons. Pupils are made aware of the importance of healthy eating and, in some cases, this has had an effect on the diets of whole families. Older pupils have lessons that address some of the problems of living in an inner city environment.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

