

INSPECTION REPORT

SHAFTESBURY PARK PRIMARY SCHOOL

Battersea

LEA area: Wandsworth

Unique reference number: 101020

Headteacher: Mrs B Richards

Lead inspector: Paul Missin
Dates of inspection: 15 – 17 November 2004

Inspection number: 267645

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	284
School address:	Ashbury Road Battersea London
Postcode:	SW11 5UW
Telephone number:	020 7228 3652
Fax number:	020 7223 0584
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Martin Cole
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

Shaftesbury Park Primary School is in an inner city location in Battersea and is within an estate originally planned and constructed in the late nineteenth century by Lord Shaftesbury. The school is bigger than most other primary schools. There are slightly more boys than girls in the school. There are 56 children in the Foundation Stage. Twenty-one of these attend the Nursery full-time and fourteen part-time. Since 2000, in common with other local schools, there has been a continuous drop in the number on roll and this has led recently to a substantial loss of teaching and support staff and financial pressure on the budget. There are classes in each year group in the school where pupils of more than one age group are taught together. A wide variety of ethnic groups are represented in the school. Just under half are from a White British ethnic group. The most numerous of other groups are Black or Black British Caribbean, Mixed White and Black Caribbean and Black or Black British African. One hundred and two pupils are supported by a special government grant for ethnic minority pupils. Seven are at an early stage of learning English. There are 91 pupils on the school's special educational needs (SEN) register which is well above average. Two pupils have SEN statements. This is broadly average. The most common areas of need are severe learning difficulties and social, emotional and behavioural difficulties. Since the last inspection, there has been a gradual increase in the proportions of both ethnic minority pupils and pupils with SEN. Mobility in the school is high. There have been significant staffing changes in the last two years. Ten teachers and ten support assistants have left. The headteacher, who had been a deputy headteacher at this school, has only been appointed from the beginning of the current term. Two senior assistant headteachers were appointed at the same time. At the time of the inspection, two teachers were employed as unqualified teachers. The school received an Investor in People Award in 2002 and is part of an Education Action Zone (EAZ) and an Excellence in Cities project. When they first enter the school, most children are achieving standards that are well below those expected for their age. National data shows that the school is in an area where social and economic conditions are well below average. The standards that most children are attaining when they enter the school have fallen since the time of the last inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19227	Paul Missin	Lead inspector	Mathematics History Geography Information and communication technology Personal, social, health and citizenship education
9092	Ron Elam	Lay inspector	
18083	Judith Howell	Team inspector	Science Art and design Music Foundation Stage
21277	Steve Hill	Team inspector	English Design and technology Religious education Physical education Special educational needs English as an additional language

The inspection contractor was:

Cambridge Education Limited
Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Shaftesbury Park Primary School is a good, effective school where pupils make good progress in their learning. The quality of teaching and learning is good, and this enables most pupils to make good progress and reach the standards expected of pupils of their age by the time they leave, despite the fact that their attainment is well below average when they first start school. In music and physical education, standards by the age of eleven are higher than those found in most schools. The very recently appointed headteacher has made a good start to her time at school and she is well supported by other senior staff. Taking into account the context of the school and its unit costs, the school provides good value for money.

The school's main strengths and weaknesses are:

- The school promotes pupils' personal development very well. The very good relationships in the school and pupils' good attitudes mean that there is a good atmosphere for learning.
- The good teaching enables pupils to make good progress in their learning and to achieve well as they move through the school.
- The attendance rate remains below average and too many pupils are late arriving at school. This means that some pupils do not achieve as well as they should.
- The very good provision for children in the Foundation Stage provides them with a very effective start to their time at school.
- The school successfully creates a very effective partnership with parents and has established good links with the local community.
- The good provision for pupils with special educational needs (SEN) and those who speak English as an additional language (EAL) enables them to have appropriate access to the National Curriculum and to make good progress in their learning.
- The governing body does not have a clear enough view of how well the school is reaching its improvement targets and or how effective their spending has been in raising pupils' achievement. Some health and safety procedures lack sufficient rigour.
- Although the curriculum is enriched very well by interesting visits and visitors and by several initiatives to encourage learning outside the school day, aspects of curriculum topic planning in Years 3 to 6 have some weaknesses.

The school has made satisfactory overall improvement since the last inspection. Some elements of the key issues identified in 1999, such as introducing procedures to increase the vocabulary of pupils and to improve the use of questioning by teachers, have been addressed well. However, aspects of curriculum planning and the encouragement of better attendance and punctuality are weaknesses that remain. The quality of teaching has improved but in several key areas standards are not as high as they were at the last inspection. This is largely explained by the fact that the level of what children know when they first enter the school has fallen since the last inspection and is now well below average.

STANDARDS ACHIEVED

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

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

Achievement is good across the school. As they move through, all pupils make good progress from a well below average level when they first enter the school. Pupils with EAL and SEN make good progress towards their own learning targets.

The current Year 6 is attaining standards in music and physical education that are above average. Standards are below average in writing and are average in reading, mathematics, science and all other subjects where judgements could be made. Standards in Year 6 are currently higher in mathematics and science than in 2004 because of the good teaching and curricular provision. Standards in the writing element of English are slightly lower than in 2004. In Year 2, standards are well below average in writing, below average in reading, mathematics and science and average in other areas where inspection judgements can be made. In relation to the goals children are expected to reach by the end of the Foundation Stage, standards in personal, social and emotional development and physical and creative development are average, and below average in communication, language and literacy, mathematics and knowledge and understanding of the world.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils' attitudes to learning and their behaviour in lessons are good. Relationships in the school community are very good. Pupils show high levels of commitment to their learning. Attendance is below the national average and is unsatisfactory. Too many parents fail to make sure that their children attend regularly and promptly and as a result some pupils do not make the progress in their learning that they should.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning and the procedures to assess what pupils know and can do are good. Overall, the curriculum is satisfactory and it is enhanced very well by extra-curricular activities, visitors and off-site visits and interesting clubs and activities. A weakness is that topic planning in Years 3 to 6 does not make sufficient allowance for pupils in the mixed-age classes. The school's links with its parents are very good and it has developed effective links with neighbouring schools and colleges and with the local community. The school's care and welfare procedures are satisfactory overall, but there are weaknesses in the provision of some elements of health and safety.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher has made a good start to her time at school, and she leads the school well. She is well supported by other senior staff. Management procedures support the school's leadership satisfactorily. Equality of opportunity and fairness to all pupils is an important feature of the school. Governance is satisfactory. Governors use their individual interests and expertise well, but do not have sufficiently rigorous procedures to monitor progress through the school improvement plan or to assess the overall effectiveness of the school. Financial management is satisfactory, but the school does not have a sufficiently clear view of best value principles in judging value for money on its spending priorities. The governing body ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils have positive views of the school. Most parents think that the teaching is good and that the school is well led and managed. Most pupils think that they have to work hard and that teachers help them when they are stuck.

IMPROVEMENT NEEDED

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

- Improve the expertise of the governing body to ensure that the rigorous monitoring of the school improvement plan and the systematic application of best value principles provide a clearer view of the school's overall effectiveness and so raise achievement further.
- Work more closely with parents to improve pupils' attendance and punctuality.
- Ensure that the curriculum topics planned for pupils in Years 3 to 6 fully meet the needs of those in the mixed-age classes.
- Additionally, the governors should seek urgent guidance from the local education authority (LEA) to ensure that all appropriate health and safety features are in place.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good across the school. Standards attained are below those expected in the Foundation Stage and by the end of Year 2 but average by the time pupils leave the school.

Main strengths and weaknesses

- All pupils make good progress in their learning as they move through the school.
- Although the standards attained in most aspects of English, mathematics and science are average by the end of Year 6, these pupils achieve well, and make good progress in their learning.
- By the time they leave the school, pupils reach standards in music and physical education that are above those expected for their age.
- The initiatives to support provision in literacy and ICT through the EAZ are helping to raise standards.
- The good provision for pupils with SEN and EAL enables them to make good progress towards their own learning targets.

Commentary

1. Achievement in the Foundation Stage is good. From a level which is well below average when they enter the school, most children make good progress and reach standards that are nevertheless still below average by the end of the Foundation Stage. Most are likely to attain average standards in their personal, social and emotional development and in their physical and creative development. In all other areas of learning, including their communication, language and literacy and their mathematical development, standards are below average.

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

Standards in:	School results	National results
reading	13.0 (13.0)	15.8 (15.7)
writing	10.9 (11.6)	14.6 (14.6)
mathematics	13.3 (15.0)	16.2 (16.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

2. In the end-of-year national tests for seven-year-olds in 2004, standards at the end of Year 2 were well below average in reading and amongst the lowest five per cent of all schools nationally in writing and mathematics. Standards in all tested subjects were well below those expected in similar schools. Standards in the teacher assessments in science were well below those expected in all and in similar schools. Trends in recent test scores show that standards have been consistently below and well below average. This is a reflection of the very low standards which children now have when they enter the school. The general level of what children know and can do when they first start school has fallen significantly since the last inspection.
3. The findings of this inspection are that in Year 2, standards in pupils' reading, mathematics and science are below average whilst standards in reading are well below average. Standards in ICT, history, music, physical education and design and technology are average. Since the last inspection there has been a drop in standards in the core areas of English, mathematics and science. This is largely explained by the drop in the standards children start school with. In other subjects, where comparisons can be made, standards have remained the same.

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

Standards in:	School results	National results
English	26.7 (27.2)	26.9 (26.8)
mathematics	24.8 (25.4)	27.0 (26.8)
science	27.2 (29.1)	28.6 (28.6)

There were 38 pupils in the year group. Figures in brackets are for the previous year

4. In the national tests for eleven-year-olds in 2004, when compared with all schools, pupils reached average standards in English but standards that were well below average in mathematics and science. When compared with similar schools, standards in English were well above average; they were average in science and below average in mathematics. Trends in the recent results have shown that standards here have been on an upward trend and have consistently compared well with those in similar schools. National assessment data show that pupils in Year 6 in 2004 did very well in English, well in science and soundly in mathematics in the progress that they had made since the tests taken when they were aged seven and when their overall performance was compared with similar schools.
5. The findings of this inspection are that pupils in the current Year 6 are achieving standards which are below average in writing, average in reading, mathematics, science and all other subjects which were inspected except for music and physical education where standards are above average. Since the last inspection, standards have dropped in English, improved in science, music and physical education and have remained broadly the same in other subjects.
6. The large number of pupils with SEN achieves well in the light of their difficulties. Good teaching and careful support ensure that their standards improve as they get older. By the time they leave, although they still lag behind their classmates, they get closer to the national expectations than might have been expected when they first started school.
7. Pupils for whom English is an additional language make good progress in lessons and achieve well. Their fluency develops well and they quickly progress to being able to access all aspects of the curriculum. By the end of their time in school, bilingual pupils are generally attaining as well as their classmates whose mother tongue is English, and include some of the school's highest attainers.
8. Across the school, most pupils achieve well and make good progress in their learning. This confirms the very positive response in the parents' questionnaire where all agreed that pupils were making good progress. Some parents at the pre-inspection meeting thought that the mixed-age classes and the loss of several support staff was affecting the standards pupils attain. The inspection finds this not to be the case. Teaching assistants are effective and deployed well. Pupils in the mixed-age classes are helped by the structured planning but not by the planning of topics to be taught over a single year. Most pupils thought that they had to work hard in lessons.
9. Pupils make the most rapid progress where they are taught best. During the inspection, in the lessons taught by visiting EAZ teachers, pupils made very good progress in the appreciation and use of presentational features on the computer and in their confident use of imaginative words in the poems. Teachers' lesson planning makes clear reference to work planned for pupils of different abilities in each class, including the more able. Pupils with particular gifts and talents are identified but work for them is not consistently identified in teachers' planning.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to school and behaviour are good. Attendance and punctuality are unsatisfactory. Pupils' spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Nearly all pupils behave well, have positive attitudes to work and enjoy being at school. This is similar to the findings at the last inspection.
- The level of attendance is below that of other primary schools around the country.
- Too many pupils are late in arriving at the school in the morning.
- The school's provision for social, moral and cultural development leads to very good relationships around the school and good social awareness.

Commentary

10. The level of attendance has steadily improved since the last inspection due to the efforts of the school but it remains unsatisfactory and limits the progress some pupils make. Effective measures taken by the school include good use of the computerised record system, rewards for good attendance and 'phone calls and letters home for unexplained absences. Absences are mainly due to medical reasons but nearly a quarter are due to families insisting on taking holidays during term time. Most pupils come to school on time and the good arrangements for the start of the day lead to pupils settling immediately and ensure a prompt start to lessons. Nevertheless, some 10 to 15 pupils are recorded as arriving late on most mornings. This is in addition to those late arrivals who are not recorded as they come into school a few minutes after the 9.00 a.m. start time. The unsatisfactory punctuality disrupts teaching and learning.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.3
National data	5.1	National data	0.4

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

11. Pupils' social development is very good. The school provides very good opportunities for pupils to interact with classmates in group work, paired discussions and monitor tasks within each class. These include monitoring movement on the stairs and friendship monitors in the playground to support pupils who may be on their own. The school council and after school clubs enable pupils of all ages to work together. Pupils' relationships with their peers and with adults have improved on those at the time of the last inspection and contribute to the quality of work in lessons and to the progress they make.
12. The opportunities for pupils to gain insight into values and beliefs in order to develop their spiritual awareness are good. As well as providing a brief time for reflection, school assemblies help pupils to develop a sense of belonging to a whole school community and, each week, to celebrate the contributions and achievements of others. Circle time helps pupils to start to appreciate their own worth and to raise their self-esteem. Discussions about feelings enable them to relate to and understand the views of other people.
13. The provision for cultural development is good. Various subjects provide pupils with a fuller understanding of the world around them with, for example, art and music developing aesthetic awareness. Pupils are starting to appreciate some of western cultural traditions such as from nursery rhymes and work on, for example, the Greeks and Tudors in history and European artists and composers. There is a strong emphasis on establishing positive attitudes to others whatever their culture or background through discussions, for example in circle times. The school teaches pupils about black culture and achievement, for example by celebrating Black History month. The pupils from a varied range of different cultures mix well with each other and it is very apparent that racial harmony is one of the strengths of the school.

14. The pupils' attitudes towards learning are good. This includes those of pupils with SEN. Most pupils enjoy their work, listen attentively and follow instructions well. They are eager to answer questions and are prepared to contribute their ideas. These positive attitudes reflect the quality of teaching and the variety of interesting activities built into the lessons. Nevertheless in a few of the lessons seen, the work was not presented in an interesting way. This led to a lack of attention by some pupils and the unsettled atmosphere limited learning.
15. Pupils respond very well to the moral guidance from the school and have a very good understanding of right and wrong. They are generally open, well mannered and welcoming to visitors. They move around the school in an orderly way when supervised but were seen to run when no adult was around. This is one example where close control ensures a good working environment but shows that some pupils have yet to be fully self-disciplined. The school uses a variety of positive strategies to encourage good behaviour and they are used consistently by all the staff. Pupils with special behavioural needs are well supported by the staff and by people from outside services. Last year, 6 pupils were excluded on 14 occasions for extremes of behaviour as can be seen in the table below.
16. Pupils with SEN are fully integrated into the life of the school. Bilingual pupils quickly become confident members of the school community as their English skills develop fluently. Their home languages are valued by the school, which acknowledges this in displays and notices, and on occasion by using pupils' knowledge as a resource in lessons.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	122	11	0
White – any other White background	19	0	0
Mixed – White and Black Caribbean	23	1	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	10	0	0
Black or Black British – Caribbean	43	1	0
Black or Black British – African	11	1	0
Black or Black British – any other Black background	9	0	0
Any other ethnic group	22	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning and the quality of assessment procedures are good. The curriculum is sound overall, and the school has supplemented and enhanced provision very effectively through a very wide range of imaginative additions. Most of the welfare procedures are implemented with care and sensitivity but there are some weaknesses in some Health and Safety processes. The school continues to work hard to build and strengthen its relationship with parents and now has good links with the local community.

Teaching and learning

The quality of teaching and learning is good overall. Assessment procedures are also good across the school.

Main strengths and weaknesses

- Teachers skilfully create effective learning environments in their classes.
- Teachers manage pupils effectively and encourage them to be involved well in their own learning.
- The teaching support provided by the EAZ is very effective.
- Basic literacy and numeracy skills are taught well across the school.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (7%)	28 (62%)	14 (31%)	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.

17. The quality of teaching and learning is good overall, as it was at the last inspection. However, since 1999, the proportion of good effective teaching has been increased and the small proportion of unsatisfactory teaching has been eliminated. The strongest teaching is currently in Years 3 to 6 and in the Foundation Stage. In both areas almost three-quarters of the teaching was good or better. Teaching is strongest in Year 6 where nearly a third of teaching was very good. All the parents who returned their questionnaire and most of them at the pre-inspection meeting thought that teaching in the school was good. Most pupils thought that lessons were interesting and fun.
18. Teaching and learning are good in English and science across the school, and in mathematics, ICT, music and PE in Years 3 to 6. Teaching and learning are satisfactory in all other subjects where judgements could be made.
19. The main strengths in teaching across the school are in the consistent way that pupils are managed and encouraged. This is done by the sensitive use of questioning to discover and assess what pupils know and by the way that all adults value pupils' responses. Lessons begin promptly after breaktimes and the specific focus of learning is shared with pupils at the beginning of each lesson. This ensures that they know clearly what is expected of them. The pace of lessons is usually brisk, but sometimes this drops at the beginning of the activity times in lessons. Planning is usually clear, but sometimes lesson planning is too complicated as teachers attempt to define the learning intended in each ability group in too much detail.
20. A significant feature of the teaching observed during the inspection was the impact of teachers from the EAZ. Provision in literacy and ICT was strengthened by their respective inputs. The two teachers demonstrated very good subject knowledge, were able to effectively teach important basic skills and showed the pupils clearly what was expected of them and how they could improve their work.
21. A numeracy lesson to pupils in Years 5/6 illustrated several further features of good, effective teaching which impacted well on pupils' learning. The lesson was planned well to follow the nationally recommended format, with separate learning foci for each part of the lesson. These were shared with pupils from the beginning. The teacher has a calm and measured approach which the pupils responded to very well. Throughout the oral introduction and the main activity time, very good opportunity was provided for pupils to talk about what they know and to explain their mathematical reasoning. The teacher skilfully introduced and used new subject

specific vocabulary and challenged the pupils well over the accuracy of their oral and written responses. The teacher used her knowledge of one pupil's previous work to emphasise a new approach. By the end of the lesson, pupils' mental agility and their ability to explain the computational strategies they were using were developed very well.

22. The quality of teaching and learning in Nursery and Reception as a whole is good. The Nursery and Reception staff know the children very well as individuals and are skilled at developing warm relationships. Consequently, the children settle happily into the Nursery, gain in confidence and move into the Reception classes with good attitudes to learning. A strength of the teaching in the Nursery and Reception is the very good teamwork between teachers and support staff. The use of assessment to monitor the development of the children is good and enables the teachers to plan effectively for future learning experiences.
23. The teaching of pupils with SEN is good. Teachers are careful that the work set is within their capabilities whilst still providing a suitable challenge. In lessons where they are available, particularly in English, good use is made of skilled educational support assistants to help pupils learn. This helps pupils to focus on what they are doing and teaching assistants monitor learning so that pupils do not get 'lost', and careful questioning helps direct pupils' thinking, and encourages them to try hard and to improve their work. Assessment of the work of pupils with SEN is thorough and is used very effectively to produce detailed individual education plans. These are carefully designed with clear, specific targets, and suggestions as to how they can be achieved.
24. Teachers are careful to ensure that bilingual pupils are fully integrated into the school's work. Specific help is provided if it is needed, and help from a specialist teacher is particularly effective in helping pupils at early stages of learning English to become more fluent. This is mostly targeted at younger pupils, and provision is well integrated into the other activities provided, taking opportunities to develop pupils' language while they are painting, for example, through skilful questioning. The assessment of the English skills of bilingual pupils is undertaken effectively under the guidance of the specialist teacher. Results are used well to ensure that the scarce resource of help from both the teacher and the learning support assistant is targeted where it is most needed.

The curriculum

Curricular provision is satisfactory. The enrichment of the curriculum is very good. The school's accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school's strong community ethos and team spirit ensure pupils' personal development is promoted well.
- The pupils' learning is enriched successfully through numerous visits and visitors and extra-curricular activities, which support the curriculum very well.
- Children in the Foundation Stage are provided with a good quality, stimulating curriculum.
- The curriculum planning does not meet fully the needs of pupils in the mixed-age classes in Years 3 to 6.
- The programme for personal, social and health education is well planned and given high status in the school.
- Provision for pupils with SEN and EAL is good.
- There are too few opportunities for pupils to use writing in subjects across the curriculum.

Commentary

25. The school provides pupils with a curriculum that meets all legal requirements. In the school's previous inspection, it was found that the two-year cycle of curricular themes was in need of review. The school managed the change well with the introduction of schemes recommended in the national guidelines. However, due to the fall in numbers over the last two years, the

school changed to mixed-age classes. Although teachers increasingly work hard to plan a curriculum that meets the needs of pupils, not enough attention is given to the way the curriculum is planned for pupils in the mixed-age classes. Topics are currently planned on a one-year rotation. This means that some pupils cover the same topics twice and others are not covered at all. This limits pupils' achievement. The school is reviewing this situation. Teachers seek to plan productive links between subjects to reinforce pupils' learning. This was seen to good effect in the topic, 'Water Aid'. However, the opportunity for pupils to use their writing skills to support other subjects is not sufficiently structured. A useful addition to the curriculum is the teaching of French, which broadens pupils' experiences.

26. A wide range of well-planned activities provides children in the Foundation Stage with a variety of interesting experiences, which promotes good learning. The Nursery accommodation is spacious and includes an outdoor area, with a covered in area and a suitable range of resources. The main Reception classroom, however, is rather cramped with little room for children to move around or to find a place to sit quietly. They have allocated times to use the outdoor area.
27. High priority is given to the programme for pupils' personal, social and health education, which is good. This is an integral part of the school's ethos and inclusion strategy, where the staff work hard to provide a calm environment that encourages pupils to become mature and develop personally. Residential trips arranged for pupils in Years 4 and 6 are a particular strength and give all pupils opportunities away from home to develop their independence, inter-personal skills and maturity. Children in the Reception class also have the opportunity to experience an overnight visit to Gaveston Hall.
28. The curriculum is well enriched by a very good range of extra-curricular opportunities. Activities such as football, art, dance, gymnastics, guitar, knitting and ICT support and complement the curriculum. Access to these clubs includes pupils of all ages. In addition, very good use is made of the local area with visits to places such as Battersea Park, Syon Park, Wandsworth Museum and the Science and Natural History museums. Visitors to school, such as speakers invited in for Black History Month, an African drumming and dancing group and people from the local community, play an important part in developing many aspects of pupils' personal and academic development.
29. The curriculum is enhanced by providing pupils from Year 1 onwards with the chance to study French for an hour a week for part of the year. No lessons took place during the inspection and no work was available to look at. The subject is taught by a native French speaker and the focus is on conversational French. There is no systematic provision to build on or reinforce the work done in these lessons during the rest of the week.
30. Overall the accommodation is satisfactory. Some of the classrooms are smaller than others but are used well by the teachers, as, for example, in one lesson seen the pupils sensibly and safely moved all the desks to the side to create a central area for circle time. There is a good number of rooms and other spaces to enable pupils to be withdrawn for small group or individual work. The playground is small but the timetabling arrangements ensure that it is suitable for break and lunchtimes. The classrooms that have become available due to the reduced number of pupils are well used for community and other purposes. Displays are attractive. Resources are adequate overall and support the curriculum satisfactorily. In particular, there is a good range of multicultural books and artefacts. The school makes good use of the loan facilities from the local authority teachers' centre.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are satisfactory overall. The provision of support, advice and guidance based on monitoring are good. The involvement of pupils in the school's work through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The school is a caring community but lacks several formal procedures for ensuring a healthy and safe environment.
- The pupils trust the teachers and other staff and know there is always someone to whom they can turn.
- The school provides a variety of opportunities for pupils to express opinions about life in the school.

Commentary

31. The school places a high priority on care and welfare procedures but there are some important areas where formal procedures are insufficiently thorough to ensure that a safe and healthy environment is maintained. During the inspection, the school could provide little documentation relating to health and safety beyond an agreed policy. No minutes were provided of any discussions involving the governors. There were no records of any hazard monitoring around the school. The only risk assessments seen related to visits out by pupils. The termly health and safety monitoring checklist was last completed in the summer of 2003. The headteacher confirms that she will seek urgent assurance from the local authority's health and safety advisor that all the correct procedures are fully in place. The governors have been told of areas of potential concern.
32. The school has good arrangements for child protection. The designated person has received appropriate training. Procedures are discussed regularly in meetings to ensure that all those working in the school including both support and administrative staff know what to look for and how to deal with any situations that may arise. First-aid arrangements are good with several trained staff, records kept of treatment and letters to parents when necessary. The weaknesses at the time of the previous inspection have been rectified.
33. As at the time of the previous inspection, staff show good concern for the needs of the pupils and provide good role models to encourage development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. In particular, parents agreed that their children were well supported when they first came into the school. This is because of the meetings between the Nursery staff and parents and with the keyworkers of children in pre-school providers outside the school. Pupils consider that the staff support them very well and know to whom they would go if they needed help. They also consider that the teachers listen to their ideas. This occurs in a structured way in circle time when discussing comments put into the classroom worry box and in the school council.
34. All staff have a good knowledge of the pupils and appreciate their attitudes to work and the importance of developing their social skills. They consistently and appropriately use praise and rewards to raise pupils' self-esteem and to develop their personal qualities. These include the effective recognition of achievements in a weekly assembly. Their pastoral needs are supported well, where necessary, by trained staff such as the learning mentor and counsellor together with other expertise available from outside the school.

Partnership with parents, other schools and the community

Links with parents are very good overall. Links with the local community and other schools are good.

Main strengths and weaknesses

- Parents hold the school in high regard and are pleased with what the school provides.
- The parents' support at home and in school makes a good contribution to pupils' achievement.
- The school provides parents with a wide range of information about what happens in school and their children's progress.

- The involvement of a range of organisations and people in the community extends pupils' personal, social and academic development.

Commentary

35. In their response to the Ofsted questionnaire and at the meeting, parents showed they that they are very pleased with what the school provides. Their children like school, the staff expect their children to work hard and they make good progress. These views show an improvement since the last inspection. A few parents expressed concern about behaviour in the school, but the inspectors conclude that the great majority of pupils behave well.
36. The school sends home regular news and other letters about general matters. The Early Years Unit also sends home details of what is being taught in each area of learning. Similar information is also available from each unit in the rest of the school, although it is normally posted on the noticeboards in the playground rather than sent home. This limits the opportunities for some parents. Teachers are readily available at the end of the day as they come into the playground when the pupils leave. From the relaxed, informal conversations seen to take place during the inspection, it is apparent that parents are comfortable talking to the staff. The annual reports on pupils' progress in the summer term generally have a good, and in some instances a very good, summary of what the pupils know and can do in each subject and include targets for improving achievement. During the year, the school also sends home details of pupils' revised targets.
37. The majority of parents come to the consultation evenings with teachers to discuss their children's progress. A few help regularly in the classroom and more accompany trips out. Parents have made story sacks in the Early Years Unit and take part in the Family Fun days to work with their children. A group of parents from the Friends' Association meets regularly each week. The school has sent home copies of its policies on behaviour, anti-bullying and race equality to enable the parents to support the school's approach. The school asks parents to comment on the targets that are sent home or to comment on the events held in the school. However, a large proportion of parents take their children out of school for holidays, causing some disruption to their learning and this contributes to the unsatisfactory rate of attendance.
38. Community links are wide ranging and extensive. The school has successfully obtained funds from the LEA and government to enable it to enhance the support parents can give their children. The adult education programme, family learning classes and workshops have encouraged parents into school. They are given an understanding of how they can help their children and they have increased their awareness of the benefits of education. The school also successfully provides a mother and toddler group and breakfast and after-school clubs. The school provides space for old age pensioners to have a lunch club and an art group. Contacts at the secondary level help to smooth the transfer of pupils at the end of Year 6. The cluster arrangements with other primary schools provide opportunities for teachers to share expertise.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall.

Main strengths and weaknesses

- The headteacher has made a good start to her time at school and she leads the school well.
- The headteacher has acted clearly and decisively to apply her vision to the school's work.
- The leadership of the Foundation Stage is very good.
- Staff morale is good, despite some significant changes in staff recently.
- Procedures to enable governors to monitor progress towards targets in the school improvement plan and to make judgements about the overall effectiveness of the school are not sufficiently rigorous.
- The school does not have a sufficiently clear view of best value principles in order to assess value for money on its spending.

Commentary

39. The newly appointed headteacher has made a good start to her time at school and her leadership of the school is good. She has adjusted well to the change of role from being deputy headteacher to that of headteacher in this school. She has clearly indicated her vision for the school and her commitment to the school's improvement in the initiatives which she has already put into practice. These have included refining and sharpening the school's work on the analysis and use of assessment data to set learning targets for pupils and improving links with parents and the local community. Both of these aims are important for this school. The headteacher has managed the changes associated with the contraction of the school budget and the loss of a significant number of staff well. She has secured the confidence of teachers, governors and parents and this has worked well to improve the confidence and commitment of the whole staff team.
40. Management of the school is satisfactory overall. Management systems are clear. The system of having a senior leadership team and senior teachers who act as unit leaders is effective. Information is shared and teachers clearly feel well informed about and involved in the decision making process across the school. However, the management of the inspection process by the headteacher indicated that there were several management systems, such as several relating to health and safety issues, that she had yet to become fully aware of. Performance management and the process of linking class teacher objectives with school development initiatives and their own professional development needs are satisfactory. The current school improvement plan is clear and is appropriately focused on raising standards within the context of the school's wider aims.
41. Governance of the school is satisfactory, but with some aspects that require development. Governors ensure that a sound range of issues is discussed in their full meetings and through the work of the several committees. They have a satisfactory view of the working of the school and individual governors use their interests and expertise well to support the school's work. Governors have led the school well through recent staffing and funding difficulties. Weaknesses in their work are the rigour and challenge which they apply to overall decisions about school effectiveness. A scrutiny of the minutes of their meetings indicates that there is no formal, planned opportunity for the school's progress in meeting school improvement targets to be regularly and routinely discussed. This is a weakness. It is not made sufficiently clear how the governors monitor the standards achieved in the school and make judgements about the school's overall effectiveness.
42. The provision for children in the Foundation Stage is very well managed. Very good leadership and guidance provided by the co-ordinator ensures that there is strong sense of direction provided for all teaching and support staff who work with the Nursery and Reception children. She has significant expertise and is constantly seeking to promote new areas for development in order to improve the provision further. The change in staffing has been very well managed and has been particularly effective in ensuring that the unit continues to operate effectively.
43. The provision of help for pupils with SEN is led and managed well. Identification of pupils needing help is good so that intervention is undertaken early rather than late. The allocation of extra help from classroom assistants to different classrooms is done on the basis of an audit of the needs within each class. This is effective and ensures that a reducing resource is targeted where it does most good. Despite having little time allocated to this task, the co-ordinator manages the work very efficiently. She supports colleagues in writing individual education plans, which are of good quality.
44. The provision of support for bilingual pupils is managed well by a specialist teacher who works for a half-day per week on this task. She liaises effectively with the senior managers and class teachers to ensure that pupils' progress is tracked and any problems are identified. Most of her teaching time is given, very sensibly, to younger pupils who are at early stages of learning English. However, this allocation is flexible and provision and progress are reviewed regularly so that she can provide support in cases of particular need. She also manages the allocation of the time of a classroom assistant who provides specific support to older bilingual pupils.

45. Financial planning is sound. This was also the judgement of the most recent financial audit that was undertaken in July 2002. The headteacher indicated that the several changes recommended in the report had been put in place but was not able to show the corresponding documentary evidence. The process of planning the annual budget, and of monitoring progress through it, is managed satisfactorily by the school's administrative assistant and the finance officer from the LEA. The school has a sound view of the impact of falling roles on the budget. A negative budget has been agreed with the LEA for the next financial year. A weakness in financial planning is that there is insufficient application of best value principles in order to provide the school with a clear appreciation of value for money. A strength in financial management is the resourcefulness of the headteacher who has worked hard to secure extra funding from a variety of sources.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,102,766
Total expenditure	1,111,858
Expenditure per pupil	3,682

Balances (£)	
Balance from previous year	-20,740
Balance carried forward to the next	-29,833

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

At the time of the inspection there were 56 children in the Foundation Stage who were attending the school full time. Thirty-five of these were in the Reception class and 21 were in the Nursery. In addition, 14 children were attending the Nursery part time. Nine Reception aged children are taught in the Nursery. Children enter the Nursery from a wide variety of backgrounds, with a significant number having well below average speech and language development and limited social skills. Some are at an early stage in their ability to communicate in English.

By the time they start in Year 1, most children's attainment is in line with expectations in personal, social and emotional development and creative and physical development. However, most do not attain the goals children are expected to reach in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. Most children achieve well and make good progress in their learning from a mostly well below average starting point, especially as many children come into the school with well below average communication, language and literacy development.

The good achievement is encouraged well by the effective teaching and good levels of support which children receive. The Foundation Stage is very well managed and children's progress is carefully monitored. The strengths recognised during the last inspection have been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well
- Children reach standards expected for their age by the end of the Reception year, even though standards were well below average when they started.

Commentary

46. On entry to the Nursery, many children have well below average social skills. By the time they leave the Reception class, most children are on course to meet the early learning goals expected of them. This is very good achievement and reflects the very good teaching and learning. The good admission procedures ensure plenty of time is given to parents and their children. The Nursery teachers and all support staff, ensure that the environment provided helps children to feel safe and secure. Consequently, children settle quickly into the Nursery and begin to explore the variety of activities on offer. Children are given very good opportunities to play and work together and the support of an adult is provided when needed, to encourage them to take turns, share and show consideration for others. There are, however, many children in the Nursery who need encouragement to play with others rather than alongside them. However, with the very good opportunities provided and positive approach by all adults, the children grow in confidence and by the time they enter the Reception class they link up well with others while at play.
47. In the Nursery and Reception class, trusting relationships and warm personalities help children to recognise that each of them is valued, and this helps to promote their self-esteem and confidence. All adults encourage the development of social skills in a variety of ways. Staff expect the children to make choices and become independent learners, taking every opportunity to encourage this. Good use is made of snack time when children are expected to

say please and thank you when receiving their fruit. Children with SEN and those with EAL are integrated very well and receive good support. They, and others, are helped to maintain concentration by the stimulating nature of the activities offered. As a result, most children in the Reception class are able to maintain attention, sit quietly and are confident to try new things.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop children's language skills.
- Teaching is good overall.

Commentary

48. Few children are on course to attain the early learning goals by the end of the Reception year. This is because many of them start school with poorly developed language skills. High priority is given to promoting language skills in the Nursery and Reception and the good teaching ensures children make good progress. Achievement is good and the most confident English speakers express their own ideas well, but, even so, standards are below average overall. Children who are learning to speak English also achieve well as they become increasingly confident to communicate with familiar simple words and gestures. Children develop their speaking and listening skills well through role-play. The majority, still talk alongside others, rather than with them, but they are given many opportunities to share their ideas and news with an adult. In this situation they are starting to sustain attentive listening and respond with relevant comments.
49. Good teaching is characterised by a clear understanding of the needs of young children and well-organised and exciting activities that motivate them. A particular strength is the way in which adults offer exciting resources. The early stage of writing is developed well with many opportunities provided for children to express themselves by making marks on paper. A good number of children in the Reception class are able to write their names clearly. They make marks on paper and attempt to 'write' their own words. By the end of Reception, however, only a few children use their knowledge of letter sounds to write simple words. The development of reading skills also has high priority. Most children in the Nursery recognise their own name and are encouraged to read it at every opportunity. Activities such as looking at pictures are carefully planned to develop children's language skills and adults make good use of story props to encourage discussion. The children enjoy listening to stories and in the Reception class are able to discuss the characters from a story in simple terms. Most children are aware of the way books are structured but in general are still at the stage of 'reading' the pictures or 'pretend reading' the words that accompany the illustrations.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults question children very well and use a wide variety of activities to support learning.
- Children find it difficult to explain their mathematical ideas.

Commentary

50. The good teaching and provision in the Nursery and Reception successfully promotes children's mathematical development. When they first start school most children have very little idea of number. Regular sorting activities and games that involve matching and counting

numbers are successful strategies for promoting learning. Adults take every opportunity to develop the children's mathematical skills and particularly the development of mathematical language. Children in the Nursery are encouraged to count at every opportunity. In the Reception class, children continue to develop their ideas through practical experiences, such as building shapes in the sand, comparing the size of objects and playing games that reinforce counting skills. They make shape pictures and explore repeating patterns through different activities. Adults ask children many questions, always trying to draw out and encourage mathematical understanding. By the end of the Reception year, the more able children add and subtract numbers up to ten by combining two numbers practically. Most children, however, need the support of a number line to work with numbers up to ten. The children are better at counting than they are at aspects of mathematics that demand more language, for example using words to describe quantity or position. Most know if something is 'bigger' or 'smaller', but find using language such as 'more' or 'less' to compare two numbers more challenging. By the end of the Reception year, standards are below what is expected, but achievement is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The cultural background of children in the school is used well to introduce the importance of other lifestyles.
- Children have good opportunity of using ICT equipment.
- Children have an interest in the world around them.

Commentary

51. When children first start in the Nursery, many have a limited general knowledge. The teaching and learning in this area are good. The Nursery provides a stimulating indoor and outdoor environment, that ensures the children's natural curiosity and enthusiasm is captured and enriched. The construction work is purposeful, and reclaimed materials, as well as commercial kits and large building bricks, are provided for children to explore and create models. In the Reception class, children make bread and pizza and learn to manipulate the dough and use tools safely. The classroom for Reception children is rather small and it is necessary to timetable access to the outdoor area. However, the class teacher has worked hard to overcome these obstacles and created a stimulating environment for children to work and play. All children have the opportunity to observe real life, for instance they plant beans and bulbs and watch them grow. The very enterprising visit organised for children in the Reception class to stay overnight at Gaveston Hall, provides not only the opportunity to experience a totally different environment but also supports their personal, social and emotional development extremely well. Children in the Nursery and Reception have regular access to the computers in the classrooms. The good teaching of ICT skills enables children to quickly learn how to create a simple, short sequence of sounds by touching pictures of musical instruments on the interactive whiteboard. Children's awareness of cultural traditions is successfully enhanced through special events such as the celebration of festivals and through role-play, as in the 'Indian home corner'. The wide cultural backgrounds of children are an additional advantage to the school's promotion of cultural and racial awareness.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children climb and balance confidently.
- Their fine control, such as for holding pencils and scissors, is weaker.

Commentary

52. Children achieve well in developing physical control and mobility. Staff use the hall well to develop children's body control and awareness of space. Nursery children learn to move to music in space, which is suitable for their age and shows they are developing an awareness of body movements. Good learning in this aspect is particularly due to the wide range of stimulating and purposeful physical activities provided for children to experience on a daily basis. The designated outdoor area for children in the Nursery and Reception class is appropriately resourced and in the Nursery is used to allow children freedom to move spontaneously between the indoor and outdoor environment. In Reception, although free access is not possible, children have regular allocated times, which are used well to promote the development of their physical and social skills. As a result, the children are reaching standards close to what is expected in terms of their capacity for larger movement.
53. All children develop their manipulative skills well by handling dough, filling containers in the water tray and completing simple jigsaws. Nevertheless, their hand-eye co-ordination is often weak and this affects their ability to use pencils and scissors accurately. Teachers are well aware of this and are giving the children a wide range of experiences intended to improve their fine manipulation, such as cutting and sticking a range of materials.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are provided with a wide range of well-planned creative activities.
- The teaching of music is good.

Commentary

54. Children achieve well in most aspects of this area of development and most will reach the early learning goals by the end of the Reception year. Teaching is good overall. Good learning in this aspect is particularly due to the many creative activities on offer that allow children to explore and use their imagination. Resources are organised well, enabling children to select activities in the classroom and outdoors. They work with a range of different media such as pasta and play dough, paint freely, exploring what happens when they mix colours, and combine different materials to create self-portraits.
55. There are many opportunities for imaginative play and the children need no encouragement to participate. Adults provide sensitive support to the children while they play without dominating their activities. When in the home corners, for instance, they play willingly and by the time they move to the Reception class are playing co-operatively with other children. The classroom organisation in the Nursery and Reception class enables all children to experience the activities on offer.
56. In music, children are given the opportunity to explore music through stories such as 'Giraffes Can't Dance' and use the percussion instruments to create their own sound effects. Staff introduce vocabulary skilfully to enable children to talk about the ways in which music can be used to describe feelings and words such as 'sad', 'whispered' and 'sigh'. They know a wide variety of nursery rhymes and action songs and clap in time to taped music. In the Reception class, children recognise and name a variety of percussion instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Work in lessons is carefully matched to pupils' needs, so that they all achieve well in each year group.
- Pupils with SEN are given good support.
- The understanding of how letter combinations relate to sounds is developed well.
- Pupils have a good understanding of poetry by the end of Year 6.
- Speaking skills remain weak despite the good strategies used to develop them.
- The subject is generally well led, but there has been a fall in assessment results at age seven, which has not been addressed.

Commentary

57. Results of national tests vary from year to year, but are generally low. At age seven, they have fallen significantly in the last few years. Inspection evidence confirms this overall picture, but pupils are achieving well as they go through the school. Pupils come into Year 1 with standards that are well below average. Overall standards are still well below average at Year 2, despite steady improvement, particularly in reading where standards are below average. In Years 3 to 6, standards are below average overall. Overall standards move closer to the national average as pupils get older, and are just a little below by Year 6. Listening skills are better than speaking skills throughout the school, and are average by Year 6. Similarly, reading standards are better than in writing and pupils' skills are broadly average by Year 6.
58. Across the school, pupils of all abilities, including those with SEN and EAL, achieve well and make good progress in their learning. A major factor in pupils' good progress is that work is carefully matched to their understanding. Teachers make good use of detailed assessment information to plan lessons. Higher attaining pupils are given harder work and pupils who struggle are given work that they can cope with, but which still extends them and takes their learning forward. Pupils are given a very good understanding of the alphabet and of letters and their related sounds (phonics), particularly in the younger classes. Pupils have learnt a long poem to support this, and can chant it accurately and with enthusiasm. They make good use of this understanding, particularly in their reading, and young pupils can often work out how to say a word, even if they have not come across it before and are unsure what it means. They make accurate attempts to spell words for themselves using this phonic knowledge.
59. An important strength in pupils' achievement is their understanding and appreciation of poetry. By Year 6, many pupils' understanding of poetry and the quality of what they write themselves are above average. For example, during the inspection, pupils in Years 5/6 showed a good understanding of techniques such as personification and alliteration, and used them imaginatively and creatively in their own work. They were able to refine and improve their work in response to challenging questioning from the teacher, and used thesauruses to help them make their work more interesting.
60. Teaching and learning are good at both key stages. Discipline is secure and is based on well-established routines, clear expectations and positive relationships. Pupils behave well, are interested in their lessons and take a pride in what they achieve. Good use is made of the different aspects of the National Literacy Strategy. In particular, the use of 'talking partners', when pupils discuss issues in pairs before contributing to discussion or doing their writing, helps develop their thinking as well as their speaking skills. Despite this, speaking skills remain a weakness because of pupils' overall low starting points, although a few higher attaining pupils do well and are very articulate by Year 6. Lessons are often supported well by

classroom assistants, who are skilled at helping pupils with SEN to achieve well in relation to their difficulties. They establish good relationships with these pupils and ensure that they stay on task. More importantly, through careful questioning, they help pupils to think through their ideas and encourage them to refine what they are writing.

61. The subject is well led. In conjunction with team leaders and the teacher from the EAZ, the subject manager has helped sustain good practice across the school. Results of national tests at age eleven, as well as a variety of other assessments, have been analysed and the curriculum modified to address specific weaknesses. Samples of work are monitored to see how pupils are getting on as they move through the school, and lessons are observed and teachers given feedback to help them improve. Management is satisfactory. The targeting of the support of the EAZ teacher on pupils in Year 6, who might struggle to gain the expected level in national tests, was very successful last year, with virtually all targeted pupils succeeding in this. However, the school has not yet analysed in detail the reasons for the declining results at Year 2. Although they believe, with some reason, that this may be due to a decline in the overall attainment of pupils when they start school, this has not been firmly established. There are plans for the EAZ teacher to target her support on these younger pupils later this year to investigate and address the problem. The school has maintained the good provision from the last inspection, and has improved the development of pupils' vocabulary in different subjects.

Language and literacy across the curriculum

62. This is good. The work with 'talking partners' is extended well into other subjects and used effectively to help pupils learn. Teachers make a point of developing specific vocabulary in different subjects, a significant improvement since the last inspection. Pupils' reading skills enable them to cope with demands in other subjects, and their improving listening skills help them concentrate. Some effective use is made of their writing skills in subjects such as science, history and design and technology to practise writing in different styles and for different purposes. Opportunities are missed for writing in religious education, and pupils miss out on the particular challenges writing in this subject would bring.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils make good progress as they move through the school.
- The co-ordinator is knowledgeable and enthusiastic and leads the subject well.
- Assessment and target-setting procedures are helping to raise standards.
- Teachers plan well and introduce and use subject specific vocabulary confidently.

Commentary

63. In the 2004 national tests, standards in mathematics were well below average in Year 6 and very low in Year 2. The current inspection findings are that pupils in Year 6 are now reaching standards that are closer to average but standards in Year 2 are still below average. The last inspection found similar standards were being attained in Year 6 but the current findings represent a drop in Year 2. Overall, pupils' achievement is good, but it is satisfactory in Years 1 and 2. This is because of differences in the quality of teaching and learning in the different key stages. From a very low level when they enter the school, most make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. This is because of the good teaching that these pupils receive. The needs of pupils with SEN and EAL and those who are more able are met well. These pupils' achievement matches that of other pupils in the school.

64. Pupils in Year 2 attain standards that are below those expected for their age. In Year 2, higher attaining pupils deal confidently with numbers up to 20 and know, for example, numbers which, added together, make 20. Pupils have opportunity to explore the use of non-standard units of measurement as they measure the length of objects around the class using cubes and pencils. Higher attaining pupils begin to measure with centimetres and millimetres. Pupils undertake word problems as, for example, they work out how far a bee might fly in order to visit several flowers. The reason why pupils are not reaching average standards is because of the high proportion of pupils with SEN and lower attaining pupils.
65. Pupils in Year 6 are now reaching standards which are approaching those expected nationally. This is a significant improvement since the last year and represents the impact of the revised assessment and target-setting procedures and the effect of the thorough, focused teaching in this key stage. A scrutiny of the work completed so far in the current term indicates that pupils in Year 6 have worked productively and accurately and their work is thoughtful and well presented. Opportunity for higher attaining pupils to reach the higher Level 5 has been provided, for example, through their work on fractions. Pupils explore number patterns well as they consider how a 'spaghetti machine' might change the length of its pasta according to an agreed formula.
66. The quality of teaching and learning is satisfactory in Years 1 and 2, and good in Years 3 to 6. At the last inspection, teaching was good in Year 2 and satisfactory in Year 6. Across the school, teachers plan well and lessons follow the recommended format with an oral starter, activity time and a summing up. Sometimes the very wide ability range in each class makes it more difficult for teachers to prepare and successfully introduce a correspondingly wide range of activities. Teachers, particularly in Years 1 and 2, and for pupils with SEN, have an appropriately practical approach and use apparatus and resources well. Pupils use apparatus confidently and well to support their learning. Sometimes the resources for pupils with SEN lack sufficient interest or challenge. Teachers across the school are careful to introduce and use appropriate vocabulary and most give opportunity for pupils to develop their skills of estimation whenever possible. Relative weaknesses in Years 1 and 2 are where the pace of lessons is allowed to drop and the introduction to lessons lasts too long. Less strong teaching at this key stage leads to satisfactory rather than good achievement. Homework is used well to supplement and reinforce work done at school.
67. The subject is led well by an experienced senior teacher. She has ensured that work in the subject has a high profile in the school and has devised an appropriate action plan to chart the subject's development. Assessment procedures are good. Data from national tests are analysed well and half-termly assessments are made after each unit of work has been taught. This information is used well to set year group and individual achievement targets. The school's assessment of the achievement of individuals and year groups is becoming more accurate as a result of the use of this data. Data are used well to create booster groups which are designed to accelerate the progress made by certain pupils.

Mathematics across the curriculum

68. Mathematics is used soundly across other curriculum areas. Pupils are introduced to the concept of scale in geography as they look at different maps, routes and directions as they consider maps of the local area. Older pupils draw timelines in history to show the main events in Queen Victoria's reign. Pupils use ICT skills satisfactorily as they, for example, use a number generation programme to improve their mental addition skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- As the result of good teaching, pupils achieve well.
- There are regular opportunities for pupils to investigate and experiment.
- The setting of targets for pupils is not embedded into current practice.

Commentary

69. Standards reached in the national tests and teacher assessments have been well below average in Year 2 and in Year 6. There was an all-round dip in 2004 at both key stages, particularly in Year 6. The current Year 2 pupils are attaining standards that are below those expected for their age. Although this is a decline in standards since the school's last inspection, pupils achieve satisfactorily in relation to their prior attainment. Pupils in Year 6 are attaining standards which are now average. They were below average at the last inspection. These pupils achieve well and make good progress in their learning. The rising standards are explained by the great effort put by the school into improving the provision of science by providing greater challenge for pupils, particularly through the emphasis on practical investigation. Pupils identified as having SEN and those who have EAL achieve well and attain average standards as a result of the additional support they receive.
70. Across the school, pupils achieve well. An important strength in pupils' achievement is the development of their investigative skills. The importance of experimentation and the ability to set out investigations is introduced well in Years 1 and 2, and then further developed in Years 3 to 6. By the time they reach Year 6, pupils know how to design appropriate investigations to answer a particular question. For example, in a lesson observed on light, the high quality discussion about the investigation process was a key factor in promoting effective learning. A particularly good aspect of this lesson was the opportunity for pupils to plan an investigation for themselves. Pupils are developing a good understanding of what constitutes a fair test and talk with increasing confidence about variables in experiments.
71. Teaching and learning are good across the school. Several features of good, effective teaching were observed in a Year 2 lesson on electricity. Pupils were presented with the challenge to make a working circuit using a battery, wires and bulbs and they responded well, learning new skills and acquiring knowledge quickly. The lively teaching with well-paced questions fired the pupils' enthusiasm and allowed all pupils to test their ideas out in a very practical way. Subsequent discussions with them confirmed not only how much they understood and found out, but also that they were able to represent the working circuits clearly in their drawings. Analysis of pupils' previous work indicates that pupils in Year 2 have had good opportunity to learn through practical activities.
72. Leadership of the subject is good. The co-ordinator has ensured the curriculum is well planned with a clear focus on the development of pupils' investigative skills. Helpful planning sheets have been introduced to assist pupils to refine their practical investigative skills. Management is satisfactory. The co-ordinator has developed good practice in the collection of samples of pupils' work in individual folders, which indicates the levels achieved. Procedures to assess pupils' investigative skills are well established. This is helping to give teachers a clear picture of pupils' attainment following completion of units of work. However, pupils are not given targets to work towards, nor are they involved in deciding their own targets for the next steps in learning. Analysis of work indicates that the quality of teachers' marking varies, and does not consistently show how pupils might improve their work. A good range of visits and visitors enriches the curriculum. Overall, pupils' recording makes a satisfactory contribution to the development of their literacy and numeracy skills. The opportunity to use ICT to support their learning is also satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The EAZ initiative in the school is having a very positive impact on the standards achieved.
- The good attitudes that pupils show help to improve the quality of their learning.
- Resources are good, and teachers are making good use of them to improve the effectiveness of provision.
- Assessment procedures are good.

Commentary

73. By the end of Year 2 and Year 6, pupils reach average standards. Pupils across the school achieve satisfactorily. This was also the judgement of the previous inspection. Pupils with SEN and EAL achieve similar standards to their mainstream colleagues.
74. In Year 2, pupils have opportunity to use word-processing facilities in science as they write the names of different materials and then import a clip-art picture of an object made from that material. Other pupils reach average standards as they design and print colourful pictures of what it might be like under the sea and use the computer mouse confidently to move icons across the screen to 'dress' Teddy for different weathers. In science in Year 6, pupils use data as they devise and construct tree-diagrams to answer the question 'Is it an animal?' Other pupils have used a good variety of presentational tools, including colour, variety of texts, pictures, sound and animation, in their PowerPoint work on 'Me and My Friend'.
75. The quality of teaching and learning across the school is satisfactory, as it was at the time of the last inspection. The impact of teaching on pupils' learning is significantly improved through the use of specialist teaching in this subject. During the inspection a teacher from the EAZ was working in the school to improve provision in ICT. This was having a major impact on the work within this subject. His lesson to pupils in Years 5/6, creating hyper-links in PowerPoint presentations, was very good. He demonstrated very clear, detailed subject knowledge and used the facilities in the computer suite very effectively. Pupils were introduced very clearly to their work and stopped at regular intervals to share both difficulties and successes with the rest of the group. As a result of this very effective teaching, pupils made very good progress in their learning. Across the school, class teachers demonstrate satisfactory subject knowledge, manage pupils well and are beginning to become more confident in their use of their classroom interactive whiteboards. Pupils show consistently good attitudes to their work. This improves the quality of their learning.
76. The co-ordinator is new to his role. He is enthusiastic and has a clear view of the subject's development. The subject has had a high profile in the school through the impact of the EAZ initiative and through the recent acquisition of interactive whiteboards for several of the classes. Planning follows the units of work in the nationally recommended scheme. However, topics are planned on a yearly cycle which means that some pupils do topics twice and there are gaps in others' knowledge. This limits the standards they achieve. Assessment is good. Half-termly assessments of achievement in the taught units are made. A useful portfolio of completed work is maintained, but some pieces are now out of date. Resourcing is good. The ratio of computers to pupils exceeds the national average. The school is continuing to make good progress in ensuring resources are up to date and overall it has made satisfactory progress since the last inspection.

Information and communication technology across the curriculum

77. ICT skills are used satisfactorily across several curriculum areas. The introduction and use of the classroom interactive whiteboards is helping to embed the use of computers more securely across all of the teachers' work. During the inspection, pupils were using class

computers to extend work in literacy, numeracy and music. Appropriate use of the Internet was observed as pupils found out information about pop stars and pop music and the work of artists such as Mondrian.

HUMANITIES

78. There was insufficient evidence for overall judgements to be made about the quality of provision or teaching and learning in **geography**. A scrutiny of teachers' planning indicates that appropriate topics are covered but plans are not yet sufficiently adapted to meet the needs of pupils in the mixed-age classes. However, topics are planned on a yearly cycle which means that some pupils do topics twice and there are gaps in others' knowledge. This limits the standards they achieve. Younger pupils draw the route of their journey to school and use some simple map symbols to show geographical features. Older pupils discover some of the facts about the island of St Lucia and map a journey that people travelling from the Caribbean to England might take. Across the school, use is made of the local area, for example a study of the local services around Clapham Junction and a survey of nearby Battersea Park. Other pupils undertake visits to other areas such as Arundel and Bognor Regis and compare them with their local area.
79. There was insufficient evidence from lessons observed or from the scrutiny of pupils' work for secure judgements to be made about standards or provision in **religious education**. One lesson was observed, in Years 5/6, and a discussion was held with a group of Year 6 pupils. Standards observed met the requirements of the locally agreed syllabus. The only written work available, from a Year 5 class, showed a satisfactory standard of understanding of elements of Islam. A good balance was evident between knowing facts about the religion and an understanding of the importance of religion to people's everyday lives. In their discussion, the pupils from Year 6 showed a secure understanding of religions they had studied, including the major faiths currently followed in Britain. A strength of their understanding was the relevance of religion to how people live. They explained that knowledge of other peoples' faiths was crucial to understanding them, and was important in promoting tolerance. They had a sound understanding of the importance of celebrations, symbols and sacred books, and could give examples of each, particularly from Islam and Christianity.
80. The teaching in the lesson observed was good. Very good use was made of the knowledge of two Moslem boys in the class, who explained confidently about aspects of Islam, and thoughtfully answered questions from their classmates. Their classmates were impressed, as was the inspector, by their ability to read short passages from the Koran in Arabic, before explaining what they meant in English. This session valued the contribution of the two boys, as well as giving the class a good understanding of aspects of Islam in a meaningful context. Across the school, the use of pupils' writing skills in religious education is underdeveloped, and they miss out on the chance to practise writing in a genre that make particular demands on their knowledge and understanding. The co-ordinator is new to the subject this term, and is still assessing the provision in the subject. As yet, she has had no opportunity to observe standards or teaching in classes outside her own.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in the subject and behave well in lessons.
- Interest in the subject is promoted through displays of interesting artefacts.
- The Black History topic adds significantly to pupils' cultural development.
- The topic planning in Years 3 to 6 does not meet the needs of the pupils in the mixed-age classes.

Commentary

81. Standards in history are below average in Year 2 and average in Year 6. There was insufficient evidence for an overall judgement to be made about standards at the last inspection. All pupils, including those with SEN and EAL, achieve satisfactorily in Years 1 and 2, and well in Years 3 to 6.
82. The evidence from lesson observations and from the scrutiny of the limited amount of pupils' previous work supplied indicated that standards in Year 2 are below average. During the inspection, pupils were gaining an understanding of the life and times of famous people in the past through the experience of Florence Nightingale. However, their ability to use information sources and to begin to understand why people in the past acted as they did was at a low level. By the end of Year 6, pupils attain average standards. They have a sound understanding of the topics they have studied. They know, for example, details of the life of Queen Victoria and understand the reason for differences in the lifestyle of rich and poor people in Victorian times. Other pupils know why the River Nile was important for the people of Ancient Egypt and the reasons for mummification.
83. The quality of teaching and learning is satisfactory. Teachers ensure well that the particular focus of learning is shared with the pupils at the beginning of the lesson. Pupils are managed well and explanations and instructions are given clearly and repeated patiently when required. This helps to motivate and encourage them to learn well. Most pupils spoken to have positive views of the subject. Pupils in Year 6 are taught well how to distinguish between primary and secondary information sources. Homework is used soundly to support work done at school. During the inspection, several pupils were very pleased to show work which they had done at home on their topics on Ancient Greece.
84. Planning is usually clear, but sometimes lesson plans are over complicated by having too many different aspects to each learning objective. Topics are appropriate, but in Years 3 to 6 they are covered on a yearly basis which does not allow fully for the needs of the mixed-age classes. This impacts negatively on pupils' achievement. The new subject manager has made a good start since the beginning of the current term but co-ordination is sound overall. Several initiatives help to promote interest in the subject. Visits are made to places of local interest, including a study of the life of the local benefactor Lord Shaftesbury. Interest in the subject is promoted well by some colourful class displays and through the effective use of interesting artefacts, such as those in the library depicting Victorian costumes and equipment from a Victorian school. Theatre groups have visited the school to provide dramatic productions to help pupils better understand Florence Nightingale and the changing seaside. Across the school, important cultural links are promoted during the Black History Month focus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. There was insufficient evidence in this inspection for overall judgements about standards or provision to be made in art and design and design and technology.
86. The analysis of pupils' work in **art and design** indicates that teachers work hard to provide a suitable range of interesting and stimulating opportunities for pupils to explore and develop their skills. In the one lesson seen in Year 2, pupils developed their observational skills well by drawing and painting portraits of Florence Nightingale. A strength of the teaching in this lesson was the good quality of guidance given to the pupils that helped them improve their skills and produce higher quality pieces of work. Satisfactory links are made with other subjects, such as history and ICT that enhance the presentation of work. 'Family Fun Days' provide pupils with the opportunity to work with parents and members of the community and led to pupils making some effective water colour paintings of plants; learning the techniques for tie-dyeing and experimenting with colour to produce African masks. In the absence of the subject co-ordinator, the headteacher is managing the subject. This is a satisfactory temporary arrangement until the new co-ordinator takes on the responsibility next term.

87. Samples of pupils' work in **design and technology** show that standards at least meet national expectations in each age group, and that the curriculum is broad and interesting. At both key stages pupils tackle substantial projects, which incorporate all the required elements of the subject. For example, pupils in Years 1 and 2 have done an interesting project on making soup. They tested a variety of soups, then designed and made their own, learning to use specific skills, such as using a peeler. They designed packaging for their soup, evaluated its success and wrote instructions for someone else to make it. The project gave them a good understanding of the design process as well as enabling them to practise their literacy skills in a meaningful context. The overall quality of the work was good. By Year 6, pupils build on their earlier work by undertaking more complex projects. Their work in making shelters from a design brief met the criteria of the National Curriculum. They considered alternative designs, evaluated the suitability of different materials and made detailed plans before producing their finished products. They suggested and recorded modifications in the design for improvement. The subject leader is new to the role this term and has had little chance so far to monitor standards and provision across different classes.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 3 to 6 is good.
- Pupils enjoy music lessons and participate enthusiastically.
- Good use is made of ICT.
- The subject makes a good contribution to pupils' cultural development.

Commentary

88. In Year 2 pupils' attainment is average and they achieve satisfactorily. Pupils in Year 6 reach above average standards and achieve well. Pupils with SEN and EAL make similar progress to their mainstream colleagues. Pupils make good progress particularly in Years 3 to 6 because pupils are given a wide variety of opportunities for hearing music, composing and performing. There was too little evidence to form a secure judgement on the quality of pupils' singing, as it was not possible to hear the whole school singing together.
89. Teaching and learning are satisfactory in Years 1 and 2, and good in Years 3 to 6. Strengths in teaching are that lessons are well planned and move at a brisk pace. Pupils are all keen to participate, work well together and listen to each other. As a result of the satisfactory teaching in Year 2, pupils achieve standards that are in line with expectations. In a lesson observed in Year 2, the teacher made good use of a singing game and visual cards to reinforce pupils' understanding of pitch. The pupils learned to control their voices in response to the rise and fall of visual instructions and managed to hear the difference in pitch.
90. Teaching in Years 3 to 6 is good. Good attention is given to effective planning and lessons overall are carefully structured to support pupils. In the Years 5/6 lesson seen, the high expectations of concentration and behaviour set the scene for good learning throughout the lesson. The teacher made good use of a recorded track of an Israeli work song ' Zum gali gali' as a base for introducing pupils to ostinato patterns. They learned to sing the song in two parts and add drone with the percussion instruments. The brisk pace kept all pupils involved in the lesson so that they gave of their best and showed that they wanted to learn. Year 3 pupils use ICT well to compose their own music, showing a good understanding of how to create a piece of Egyptian music for a Pharaoh.
91. The subject co-ordinator provides satisfactory leadership and management. She has clear priorities for improvement in the subject. Resources are satisfactory and include a sufficient number of instruments from other cultures. Pupils benefit from a range of experiences that

make a good contribution to their cultural understanding both in lessons and by a number of visiting specialists. Pupils are involved in school productions and are given the opportunity to perform at a number of different venues.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils' games skills are above average by the end of the school because of good teaching.
- Pupils participate enthusiastically in lessons and co-operate well.

Commentary

92. Standards are in line with expectations in Years 1 and 2 and above expectations in Years 3 to 6. Achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2. This is an improvement since the last inspection. Records show that provision covers all statutory aspects of the curriculum, including swimming, and a residential visit provides the opportunity for outdoor and adventurous activities. The school reports that 95 per cent of pupils can swim before they leave.
93. In the younger classes, pupils move around the hall safely and with secure levels of agility. In an activity session observed, they showed good co-operative skills in working together in twos or fours to perform similar actions together. In older classes, pupils show consistently good games skills, and this was observed in lessons in hockey with Years 3 and 4 and basketball with Year 5. The younger class showed good skills in hitting and trapping a ball, and in shooting to score a goal. The older pupils had consistently good skills in dribbling a basketball, with all meeting the expected level for their age and many having much better skills than would be expected. They also had a good understanding of tactics, and applied this well when shielding the ball from an opponent to keep possession.
94. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. The main reasons for the above average standards in Years 3 to 6 are good teaching and pupils' enthusiastic response. Teachers maintain a brisk pace and ensure that all pupils are involved. Expectations are high and are supported by very clear explanations and demonstrations of specific skills and techniques. Pupils are given good opportunities to practise what they have been shown and teachers intervene well to help pupils refine and improve what they are doing. Good attention is given to health and safety considerations, through proper warm-up exercises and pupils are taught about the effect of exercise on their bodies.
95. Pupils thoroughly enjoy their lessons, work hard and take a pride in what they achieve. They work together effectively and amicably. They have good attitudes to competition, enjoying their success, encouraging team mates who are struggling and taking defeat philosophically. In the basketball session observed, they showed a robust attitude to both success and failure, with every pupil trying hard to succeed, but accepting losing and occasional slips and bumps happily. Even pupils who sometimes find concentration difficult in class maintain their interest because of the good pace and the enjoyable activities they do.
96. Leadership is satisfactory. The subject leader undertook substantial training last year for this new role, and is now in a position to manage the subject effectively. She has not yet had the opportunity to monitor standards and teaching in her colleagues' classes, to help raise standards even further.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education (PSHCE) is **good**.

Main strengths and weaknesses

- The school places a high level of importance on pupils' personal development.
- The programme for personal, social and health education is good and includes citizenship.
- Teaching and learning are good.

Commentary

97. Much of the work done in this subject is oral and little written work is available. Indications from the lessons observed are that pupils are reaching standards which are expected for their age. Overall, the subject is central to the ethos of the school and is well planned to have a good effect upon pupils' growing up. Provision includes consideration of sex and relationships, drugs and anti-racism. It is taught as a subject in its own right and through 'circle time', when pupils have the opportunity to discuss matters of interest to them. In the lessons observed, younger pupils were being encouraged to express a range of feelings and give their own opinions. Others were undertaking both individual and collaborative tasks.
98. The quality of teaching and learning is good overall. In the lessons observed, four were good and one was satisfactory. Features of effective teaching are when teachers produce a variety of activities and encourage the use of talking partners to develop consideration of feelings and emotions. For example, pupils in a Years 5/6 class were considering the feelings triggered by different incidents and pupils in Year 4 were discussing relationships within the family. Further strengths across the school are the way that pupils enjoy the lessons, relate well to one another and have good relationships with staff.
99. The curriculum is well managed by the member of staff responsible for this subject. Other curriculum areas contribute to developing pupils' personal and social skills, as they have opportunities to work independently and collaboratively. Pupils can raise issues to be discussed by putting a note in a 'worry' box in the classroom. Pupils have the chance to be on the school council, which gives them the opportunity to work with pupils of different ages. Others have monitor jobs in the playground and on the staircases. Pupils in all classes have been involved in producing the school rules. This has empowered pupils to develop a sense of moral responsibility for their own behaviour and to consider the consequences of their actions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
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	3
Pupils' spiritual, moral, social and cultural development	2
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	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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