

INSPECTION REPORT

WIMBLEDON PARK PRIMARY SCHOOL

Wimbledon

LEA area: Merton

Unique reference number: 102648

Headteacher: Ms D Russell

Lead inspector: Rajinder Harrison

Dates of inspection: 4th - 6th July 2005

Inspection number: 268271

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	395
School address:	Havana Road Wimbledon London
Postcode:	SW19 8EJ
Telephone number:	020 89464925
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ismail Essack
Date of previous inspection:	26 th April 1999

CHARACTERISTICS OF THE SCHOOL

Wimbledon Park Primary School provides education for pupils aged between three and eleven. At the time of its last inspection in 1999, the school was a first school for pupils aged from three to eight; it became a primary school in 2002. With 89 part-time children in the nursery and 350 pupils in 14 other single-aged classes, the school is large for a primary school.

The school is situated in the London Borough of Merton. Social indicators for the area are mixed, but generally very favourable. The percentage of pupils eligible for free school meals (8.4%) is below the national average. The attainment on entry, whilst variable, is broadly average.

About 55 per cent of the school's pupils are of White-British heritage, with other pupils coming from a wide range of other ethnic backgrounds. Ten children are from the families of refugees or asylum seekers. The proportion of pupils whose first language is not English (25%) is higher than in most schools and ten children are at an early stage of English language acquisition. The percentage of pupils with special educational needs (10%) is below the national average and five pupils have statements of special educational needs. The special needs include dyslexia, speech and communication difficulties, visual impairment and physical disability. Two pupils are in public care.

Teaching staff mobility is high with a turnover of about 50 per cent over the last two years. In addition, a new headteacher has been appointed since the last inspection and the post of deputy headteacher was created last year.

In 2003, the school gained an Investor in People Award, a School Achievement Award and a Schools Extra Award. In 2004, it gained a Healthy Schools Award, an Eco School Award, a BT Citizenship Award, an Effective Early Learning Award and an Investor in Children Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18059	Rajinder Harrison	Lead inspector	Science Art and design Music
11096	Margaret Davie	Lay inspector	
24342	Denise Franklin	Team inspector	Foundation Stage Special educational needs Information and communication technology
24528	Garth Muton	Team inspector	Mathematics Design and technology Physical education Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with very good features. Overall standards are above average. Teaching and learning are good and as a result, pupils achieve well. Pupils' personal development is very good. Leadership, management and governance are very good overall. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils of all abilities and backgrounds make good progress because teaching is good.
- Standards are above average in English, history, information and communication technology (ICT) and art and design throughout the school.
- Pupils' moral and social development is excellent, as is their understanding of citizenship.
- The school promotes very positive attitudes to learning and pupils' behaviour is very good.
- Provision for children in the Foundation Stage is very good.
- The overall curriculum is good and opportunities to enrich learning are very good.
- Links with parents, the community and other schools are very good.
- Assessment procedures are not utilised fully in subjects other than English and mathematics.
- Governors are not currently meeting statutory requirements to provide swimming lessons and there are some omissions from the school's information to parents.
- Pupils' punctuality is unsatisfactory.

The school has made good improvement since its last inspection. Behaviour is now very good. Provision for pupils with special educational needs is good and the policy meets requirements fully. Procedures for monitoring attendance are good but pupils' punctuality remains an issue. The school prospectus and Governors' Annual Report to Parents still have some omissions.

STANDARDS ACHIEVED

Pupils make good progress and achieve well throughout the school. In the 2004 national tests and assessments, at the end of Year 2, standards were above the national average in reading and writing and average in mathematics. From teachers' assessments, standards were above the expected levels in science. Standards at the end of Year 2 improved on those found in the previous inspection. At the end of Year 6, results were at the expected levels in English, well above these levels in mathematics and above average in science. The school did not have Year 6 pupils in the last inspection. The school's results were below the levels attained by other schools whose pupils had similar attainment at the end of Year 2. However, in the past few years the attainment of pupils joining the school after Year 2 has tended to be lower than those who have left and this has had an inevitable impact upon standards. Achievement is good.

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

*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 in the Foundation Stage is good, and at the end of the reception year many children exceed the early learning goals (the standards children are expected to reach at this age) in their personal, social and emotional development and mathematical development. Standards in

communication, language and literacy are well above expectations. They meet these goals in all other areas of learning successfully. In the current Year 2, standards in reading, writing, mathematics, ICT, history and art and design are above the levels expected nationally and in these areas achievement is good. Achievement is satisfactory in science where standards are at the level expected nationally. In the current Year 6, standards are above the levels expected nationally in English, ICT, art and design and history and pupils achieve well in these subjects. Standards are at the expected levels in mathematics and science. Standards of work seen in subjects not focused on in the inspection were at least in line with expected levels. Overall achievement is good.

Pupils with special educational needs make good progress towards their individual targets. Pupils learning English as a new language make good progress, and when they have been in the school for some time, their achievement matches that of their classmates. The achievement of pupils from different ethnic groups, boys and girls and those who are in public care is broadly the same as for other pupils.

Pupils' personal development is very good and is supported very effectively by the excellent provision for their spiritual, moral, social and cultural development. Pupils enjoy school, form very good relationships, have very positive attitudes to learning, enjoy taking on responsibilities and have an excellent understanding of citizenship. Their behaviour is very good and they are very caring towards others. Attendance is satisfactory but punctuality remains unsatisfactory.

QUALITY OF EDUCATION

The quality of education, including the teaching, is good. Pupils learn effectively and make good progress because teachers provide interesting work and pay good attention to ensuring that pupils with special educational needs and those learning English as a new language are fully included in all activities. Strengths in pupils' education are the positive relationships staff have with pupils and high expectations of their attitudes and behaviour. Assessment procedures are good and are being used to good effect in setting individual targets for pupils in English and mathematics. These procedures are not yet fully utilised in some of the other subjects in order to challenge pupils further. Teaching assistants and volunteer helpers are used effectively to support pupils' learning, especially helping those with special educational needs. Higher-attaining pupils are well challenged. The curriculum is good overall and very good in the Foundation Stage. However, the school is not providing swimming lessons, as it should, currently. Opportunities to enrich the provision through visits and visitors to the school are very good. A well-planned programme for personal, social and health education supports pupils' personal development very effectively.

The school takes very good care of its pupils and promotes a very positive ethos amongst the school community. Partnerships with parents, the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good overall. Leadership by the headteacher is very good. With very good support from her deputy, she has managed the transition to a full primary school very well. The contribution of key staff is good. Governors monitor the school's performance very well in order to set priorities for improvement. However, statutory requirements are not met regarding the information parents receive about the school and the provision for swimming, and daily acts of collective worship do not always meet requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school and many help in school regularly. Pupils are very happy at school. They feel safe and well looked after.

IMPROVEMENTS NEEDED

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

- Make better use of assessment procedures to set targets for pupils in all subjects.
- Encourage parents to bring their children to school on time.

And, to meet statutory requirements:

- Ensure that provision for swimming lessons is in place; check that the school's information to parents contains all the required information and that the daily acts of collective worship meet requirements.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all ages, abilities and backgrounds achieve **well** and attain standards that are generally above the expected levels. Overall standards have improved since the last inspection.

Main strengths and weaknesses

- Standards in English are above the expected levels throughout the school because provision is good and the introduction of drama has had a significant impact on raising standards.
- Standards in ICT, history and art and design are above the expected levels throughout the school.
- Children achieve well in all the areas of learning in the Foundation Stage.
- Pupils with special educational needs and those at an early stage of learning English receive good support so that they achieve well.
- Standards are improving now that the school has established good provision for pupils up to the end of Year 6.

Commentary

1. Attainment on entry into the nursery varies from year to year and is currently average overall. All children make good progress and, at the end of the reception year, many exceed the early learning goals in personal, social and emotional development and mathematical development. They meet the early learning goals in knowledge and understanding of the world, physical development and creative development and are well above average in their communication, language and literacy development.
2. Throughout the school the achievement of pupils with special educational needs is good. Early identification enables pupils to have the support they need so that they can achieve as well as others in their class. They are provided with carefully planned programmes of work and given good support by trained support assistants. Individual education plans have clear, measurable targets, an area that needed to be addressed following the last inspection. Gifted and talented pupils are also identified. These pupils are provided with extension activities or the opportunity to develop their skills further outside of school. For example in sport, pupils are encouraged to attend trials to represent their borough and county.
3. Pupils learning English as a new language, who are at early stages of language acquisition, make good progress. Children entering the nursery are quickly identified through home visits and play is very effective in helping most of these children to settle in and quickly acquire English language. Most make very good progress so that by the time they enter Year 1 they work in line with their classmates. Other pupils for whom English is a new language, who enter the school in subsequent years, also achieve well by the end of Year 6 and most usually attain as well as their classmates, depending on the time they have been in the school.

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

Standards in:	School results	National results
reading	16.4 (17.2)	15.8 (15.7)
writing	15.3 (16.8)	14.6 (14.6)
mathematics	16.6 (17.9)	16.2 (16.3)

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

4. In the national tests and assessments in 2004, standards at the end of Year 2, when compared with schools nationally, were above average in reading and writing and average in mathematics. In science, teachers' assessments placed pupils attaining the expected Level 2 in the top five per cent of schools nationally and the percentage of those attaining Level 3 as above average. Overall standards of pupils in Year 2 were just above average compared with those in other schools with a similar free school meals number. These results indicate that standards are better than those reported in the last inspection and overall improvement matches the national picture.

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

Standards in:	School results	National results
English	27.2 (26.5)	26.9 (26.8)
mathematics	28.9 (25.6)	27.0 (26.8)
science	29.5 (27.3)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

5. The results from the national tests and assessments, in 2004, show standards at the end of Year 6 were at the levels expected in English, well above expected levels in mathematics and above these levels in science. Overall results improved in 2004, compared to those in the school's first year with Year 6 pupils in 2003. The school exceeded its targets slightly in English and did particularly well in exceeding its target of pupils achieving the higher Level 5 in mathematics. The school's performance was below that of other schools whose pupils had similar attainment at the end of Year 2, a measure affected significantly by the fact that the attainment of pupils joining the school after Year 2 has tended to be lower than those who leave in that time. This mobility has also affected the school's results in 2005. Most of the 16 pupils that moved out of the school between Year 3 and Year 5 were of average and above average ability.
6. For current pupils in Years 2 and 6, standards in English are above the levels expected nationally, with a significant number attaining the higher Level 5 at the end of Year 6. This improvement since the last inspection is the result of the careful tracking of individual pupils and also the introduction of drama throughout the school, which is having a significant positive impact on pupils' speaking and writing skills. Pupils' overall achievement is good. At the end of Year 6, standards in all aspects of English are above the expected levels nationally and higher-attaining pupils are challenged well. This year group has a significant proportion of lower-attaining pupils who have achieved well in relation to their individual targets.
7. The school has placed good emphasis on improving teaching and learning in English throughout the school and pupils' skills are built up step by step. The school promotes a language rich environment. Very good attention is given to developing pupils' speaking and listening skills through discussions in the classroom and through role-play and drama in English and other subjects. Pupils of all abilities and language backgrounds are encouraged to participate and as a result gain in confidence as they learn to explore language through their reading and writing activities. The more capable pupils make very good progress by the end of Year 6. The use of literacy and language skills through other subjects is good and pupils apply their skills confidently.
8. In the current Year 2, pupils are working above the levels expected nationally in mathematics; an improvement on the last inspection when standards were average. Pupils' achievement is good and all aspects of mathematical skills are taught well. Standards at the end of Year 6 are broadly as expected nationally. This is due in part to the departure from the school, after Year 2, of a significant number of higher-attaining pupils and an increased percentage of lower-attaining pupils in the current Year 6 group. However, pupils' overall achievement is good.

Pupils with special educational needs and those learning English as a new language receive good support and achieve well. The school has placed high emphasis on improving teaching and learning in mathematics and recognises that more still needs to be done to ensure that less capable pupils receive all the help they need to achieve as well as they can.

9. Standards in science are at the levels expected nationally in the present Year 2 (as was the position in the last inspection) and at the end of Year 6. Overall achievement is satisfactory. Teachers place high emphasis on investigative and practical work and in these aspects pupils achieve well. However, the knowledge and information pupils need to underpin their understanding in science, while generally satisfactory, sometimes lacks sufficient detail and depth. In addition, because of the mobility issue in the school, as explained above, lower-attaining pupils have gaps in their learning and the school recognises the need to address this. These factors impact on the overall standards pupils attain. Pupils with special educational needs and those learning English as a new language receive good support and achieve as well as their classmates.
10. Standards in ICT exceed national expectations at the end of Year 2, as was the case in the last inspection, and at the end of Year 6. Teachers have received good training to ensure that pupils achieve well. Opportunities to use ICT more in other subjects in order to raise achievement further are satisfactory and being developed. Standards in art and design are above the expected levels throughout the school as was the situation in the last inspection. Pupils learn with interest and enthusiasm, and many achieve well in their ability to evaluate their work and improve their designs. Standards are above the expected levels at the end of both Years 2 and 6 in history, and this is an improvement since the last inspection. Pupils enjoy history and teachers make effective use of drama and role-play to capture pupils' interest and enthusiasm. The work seen in other subjects is at least at the levels expected nationally. Pupils with special educational needs and those learning English as a new language make good gains in their learning because they are supported well. There is no significant variation in the achievement of boys and girls across the range of their schoolwork.

Pupils' attitudes, values and other personal qualities

Pupils have **very positive** attitudes to learning and behave **very well**. Their personal development is **very good**, underpinned by overall excellent provision for their spiritual, moral, social and cultural development. Attendance is **satisfactory**, but there is too much lateness.

Main strengths and weaknesses

- Pupils show excellent interest in all that the school offers.
- Pupils' understanding of citizenship and their responsibility to others are outstanding.
- Provision for pupils' social and moral development is excellent.
- Behaviour is very good and pupils respond well to the high expectations of staff.
- Too many pupils arrive late in the morning.

Commentary

11. Pupils show an outstanding interest in school life and are keen to learn. They listen to their teachers carefully, follow instructions well and have very well developed work habits. They say they are very happy in school and enjoy learning. Pupils of all ages are extremely enthusiastic about the rich variety of activities they can take part in. Older pupils preparing for a production of 'Bugsy Malone' were especially pleased with the exciting opportunities they now have in drama. Many pupils say one of the best things about their school is the improved outdoor area, particularly the adventure playground and conservation area.
12. Behaviour in lessons and around school is very good because pupils respond very positively to the high expectations of staff. In occasional lessons where teaching lacks pace and challenge, a few pupils lose interest and do not behave sensibly. Pupils are very polite,

friendly and generally very confident. Relationships between pupils and staff and amongst the pupils are very good. Pupils play together very well at break times, with boys and girls and pupils from minority ethnic groups getting along with each other harmoniously. Older pupils contribute positively to the very good relationships at play times in their roles as 'helping hands', play prefects and football referees. Pupils say there is no bullying in school and are confident that teachers would sort out any issues. One pupil was excluded on a temporary basis last year because of his aggressive behaviour.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	240	0	0
White – Irish	3	0	0
White – any other White background	44	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	23	0	0
Mixed – any other mixed background	12	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	27	0	0
Asian or Asian British – any other Asian background	21	0	0
Black or Black British – Caribbean	14	2	0
Black or Black British – African	12	0	0
Black or Black British – any other Black background	7	0	0
Chinese	3	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	12	0	0

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

- Provision for personal, social and health education and the many additional activities that pupils take part in makes a very good contribution to the pupils' personal development. The school places high emphasis on developing leadership qualities among its pupils. Themes such as perseverance are discussed in assemblies and pupils' self-esteem and confidence are boosted in many other ways. Posters around the school encourage them to value all cultures and religions, be kind to everyone no matter what their background and to always offer to be a friend. This results in a school community that is free from racism and harassment, and one where pupils feel valued. Praise and rewards are used very well to encourage pupils to try hard and do their best. Stickers, house points, star of the week, praise assemblies and specific jobs for pupils in Year 6, such as head boy or girl, are all highly sought after. The headteacher's 'What have you done today to make you feel proud?' award

provides good opportunities for reflection and self-appraisal, and imposes upon pupils the expectation to take responsibility for their efforts and actions.

14. The provision for pupils' social and moral development is excellent. The school places high emphasis on developing leadership qualities among its pupils and engenders a strong sense of citizenship. Pupils have many opportunities to take on responsibilities, which they readily accept. The school council makes a significant contribution to how well pupils play and work together and provides a very good forum for the exchange of ideas with staff and other pupils. House captains organise fund-raising activities, to support both local and national charities, thereby helping pupils develop a social conscience, and trained 'welcomers' learn to interact with visitors in order to present a positive image of the school. Many pupils volunteer to become 'Eco warriors' and work on the school grounds to show their commitment to 'making the world a better place'. They oversee recycling, take care of the gardens and annually help to nurture trout eggs until they are ready to be released into a local river. Through all these activities, pupils gain an excellent understanding of citizenship and their responsibilities towards others and the world around them.

15. The range of visits and visitors, and participation in events such as singing in a concert at the Royal Albert Hall, all make a very positive contribution to the pupils' spiritual and cultural development. Older pupils reflect on the injustices in life when they write about the plight of those caught up in the Great Depression; they expand their cultural awareness when they learn about well-known artists such as Monet, while writing about his life and composing artwork in his style. However, opportunities are missed in the daily acts of collective worship and in some lessons for promoting pupils' spiritual development further. Pupils are made aware of the diversity of multicultural Britain through 'Heritage Week', which celebrates the backgrounds of pupils represented in the school, and by taking part in 'Black History' month. The school regularly organises talks by visitors about different faiths and cultures and is looking to extend its range of visits to local places of worship. The range of multicultural books in the library is limited and more could be done to promote positive images of minority ethnic groups in positions of authority.

Attendance in the latest complete reporting year 2004 (94.1%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.0
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.

16. Attendance has improved since the time of the last inspection and is now satisfactory. Procedures for monitoring and improving attendance are now good and registers are completed correctly. However, the punctuality of a small number of pupils remains unsatisfactory and impacts negatively on the start of their school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching, learning and assessment are all good. The curriculum is good and opportunities to enrich the curriculum are very good. The school takes very good care of its pupils and the guidance and support they receive is good. Links with parents, the community and local schools are very good and enrich pupils' learning effectively.

Teaching and learning

Teaching, learning and assessment are **good** overall.

Main strengths and weaknesses

- Good teaching occurs throughout the school and as a result pupils achieve well.

- Relationships between staff and pupils are very good and pupils enjoy learning.
- Drama is being used very effectively to enhance learning in many subjects.
- Teachers, support staff and volunteer helpers enrich learning effectively.
- Planning occasionally is not challenging enough for pupils of all abilities.
- Assessment procedures are good overall but not yet fully exploited in all subjects to identify individual targets in order to raise standards further.

Commentary

17. Teaching and learning are good overall and this ensures that all pupils achieve well. No unsatisfactory lessons were seen and this is an improvement since the last inspection. The use of drama in English and other subjects has raised the quality of pupils' speaking skills and their confidence markedly.

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	11 (24%)	29 (63%)	6 (13%)	0 (0%)	0 (0%)	0 (0%)

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

18. In the Foundation Stage, teaching and learning are always at least good. Teachers have secure subject knowledge and work enthusiastically alongside very skilled support staff. Children watch and listen carefully when shown how to do new things and enjoy their learning because the teaching gains their interest. They follow instructions closely, eagerly exploring all that is provided for them. Occasionally, presentations are slightly too long to hold their attention, but nevertheless they behave well and try hard to do their best. Staff encourage children to work independently and intervene during all activities to talk to them about what they are doing. Teachers organise learning well, making very effective use of some high quality resources and they ensure children experience all that is provided. Particularly good is the utilisation of the very attractive and inviting outside space, which is in continual use throughout the day, for activities that encompass all the areas of learning.
19. Assessment procedures in the Foundation Stage are very good. Good attention is paid to monitoring individual children's progress and recording what they have achieved, and this information is used to ensure that subsequent work matches children's needs well. The 'mix-up' time is particularly effective in gathering children together in ability groups rather than by age, so that they all work to their full potential and learn to relate to everyone confidently. This arrangement is particularly valuable in supporting children's personal development. Children with special educational needs and those learning English as a new language are identified early and given good attention to support their good achievement. All staff have the relevant expertise to identify those children who might require support from specialist agencies and this helps children make good progress.
20. Throughout Years 1 to 6, teachers, classroom assistants and volunteer helpers work very effectively with pupils with special educational needs and those learning English as a new language, enabling them to participate in the same tasks as their classmates and to achieve well. These pupils feel fully involved in all classroom activities. In most lessons, this support is effectively planned and managed, and the pupils concerned make good gains, particularly in one-to-one situations.
21. Most lessons observed during the inspection were good and a number of very good lessons were seen, particularly in English. The strengths in teaching include good planning, activities well matched to pupils' interest and abilities and clear evidence of high challenge. In the very

good lessons, teachers' presentations were lively and enthusiastic, capturing pupils' imaginations. For example, in a very good literacy lesson in Year 2, the teacher's knowledge and expertise helped pupils to think about their geography work on the seaside as they developed dialogues on how people feel being on the beach and 'feeling the warmth of the sun and the sand'. Because the lesson was so well structured, pupils enjoyed the activity and developed some very entertaining conversations. Relationships between staff and pupils and among pupils are very good and this helps to ensure pupils enjoy learning and strive to do their best.

22. In very good lessons, work is presented in an interesting and engaging manner, class management strategies are very effective and pupils remain fully involved and make very good progress. In the few lessons that were satisfactory, there was insufficient clarity as to the key purpose of the lesson, pupils were not all fully challenged, the teaching lacked pace and pupils made limited progress as a result.
23. Pupils listen attentively and are keen to contribute, especially during directed question and answer sessions. Teachers give pupils many good opportunities to explore their ideas and discuss things with each other so that they become more confident in their work. In lessons such as art and design and science, pupils explore their ideas more independently and thus learn from each other. The school's recent emphasis on speaking and drama has helped many pupils gain in confidence as they present their views in front of others.
24. Pupils' recorded work is generally neat and tidy, although there is a tendency for some lower- and average-attaining pupils not to complete all their work, particularly, for example, writing up in sufficient detail, results and conclusions to their investigations in science. Occasionally, work in some lessons is pitched at the same level for all pupils without sufficient attention to their differing needs.
25. Support for pupils with special educational needs, and those at an early stage of learning English, is often very effective because the extra adults in lessons are deployed well. Teachers sometimes work with these pupils to check their progress and identify where they need help in subsequent work. In this way these pupils make at least the same level of progress as their friends and gain the confidence they need to ask for help. Teachers model sensitive practice to ensure that these pupils are fully included and classmates often help these pupils effectively when working in pairs or groups so that everyone can achieve successfully.
26. Assessment is used well in most lessons to meet pupils' differing needs, and in some subjects, especially English and mathematics, the information gathered is used to set targets for groups and individuals. Teachers recognise that this practice is valuable for pupils to understand what they have to work at to improve and as a result, standards in English particularly have risen. This level of assessment and individual target setting does not yet extend to all subjects so that pupils are clear about how well they are doing and how to improve further.

The curriculum

The curriculum is **good** and opportunities for enriching pupils' learning are **very good**. Resources and accommodation have improved since the last inspection and are **very good** overall.

Main strengths and weaknesses

- The Foundation Stage curriculum is very good and all children achieve well as a result.
- Curriculum provision for pupils in Years 1 to 6 is good overall; the provision for drama being particularly strong.
- The school does not meet the requirements for swimming in physical education.

- The very good programme for pupils' personal, social and health education (PSHE) and citizenship underpins their development very effectively.
- Pupils enjoy a very good range of extra-curricular activities.
- Accommodation is very good, particularly the outdoor provision for the children in the Foundation Stage.
- Daily acts of collective worship do not always meet requirements.

Commentary

27. The curriculum for children in the Foundation Stage is very good. The outdoor area is utilised very effectively so that children experience the full provision both inside and outside. The 'mix-up' time, when both nursery and reception children work together, is a very good initiative that supports children's personal, social and emotional skills very well. Aspects of the National Numeracy and Literacy Strategies have been introduced this term, which is appropriate for this group of reception children, many of whom have already exceeded the early learning goals¹ in these areas.
28. Curriculum provision for pupils in Years 1 to 6 is good. The introduction of drama across the school provides pupils with very good opportunities to develop confidence in their speaking skills and this has resulted in improved standards in English. For example, a pupil who arrived at the school with no English language, within four months confidently took part in an assembly in front of the whole school. High emphasis on speaking through drama-based activities, for example in history, helps pupils to re-enact key historical events and begin to appreciate how people might have thought and felt in a different place and time. This facility to link work in different subjects helps pupils build up a clearer understanding of what they are learning, and the school's current musical production, 'Bugsy Malone', successfully integrates work in art and design, history, music and PSHE very effectively. However, some links occasionally result in a lack of focus and rigour in subjects such as science where pupils confuse factual information and creative thought and where the information base that underpins their learning is not always detailed enough. Further, the school has not made arrangements for pupils to learn swimming for two years, and therefore statutory requirements are not fully met in physical education.
29. The curriculum for the pupils' personal, social and health education and citizenship is very good. Regular lessons and other activities help pupils explore their own feelings and become confident in sharing their ideas and views in many subjects. Supported by a comprehensive PSHE programme, teachers help pupils consider issues including misuse of drugs, racism and prejudice, and sex and relationships. The school has recently been awarded 'Healthy Schools' status and pupils are very aware of the need to take care of their bodies. The programme prepares them very effectively for the next stage of their education. Daily acts of collective worship do not always meet statutory requirements and in these instances pupils do not have the opportunity to reflect on matters of a religious or spiritual nature. Citizenship features very strongly in many activities that are to do with developing a greater sense of community and the need for pupils to take responsibility for looking after the environment locally and globally. In these areas the school has gained the Eco School Award and a BT Citizenship Award.
30. Curriculum provision for pupils with special educational needs and those learning English as a new language is good. Children are identified early and where necessary external support is sought so that the school can meet pupils' needs effectively. Individual education plans are of good quality, an improvement since the last inspection. Appropriate resources and additional support staff help pupils make good gains in relation to their individual education plans. Pupils

¹ Early Learning Goals are a set of standards, which it is expected most children will reach by the end of the Foundation Stage. They are set out into six different areas of learning: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

have good access to the curriculum and are fully included in all that the school provides. Gifted and talented pupils have extension work and their ability and talent are recognised and celebrated.

31. Curriculum enrichment is very good. Themed weeks, such as 'Heritage Week', add substantially to pupils' learning and social development. Extra-curricular activities during the school day include clubs at lunchtime and after school. Arts and sporting activities cater fully for all age groups and those identified as gifted and talented are encouraged to extend their skills through additional provision. Visits, for example to the local church, museums and Kew Gardens, help pupils explore the wider world, and visitors, that have included an African dance group, various artists, a Muslim speaker and an Italian teacher, enrich pupils' experiences very effectively. Residential visits in Years 4 and 6 promote pupils' social skills and help them gain in their independence as they prepare for adulthood.
32. New classrooms have been added since the last inspection and the accommodation is now very good. The school is kept clean and tidy and very interesting displays of pupils' work contribute to an attractive environment where pupils learn effectively. The grounds have also been developed to provide a very attractive and spacious 'outdoor classroom' for all to enjoy. Resources are good overall and very good in the Foundation Stage, particularly in the children's outside play area, which has a variety of interesting features for them to explore. Fiction and non-fiction material and multicultural books in the library are limited and further resources are required to support the geography curriculum for Years 3 to 6.

Care, guidance and support

The arrangements for pupils' care, welfare and health and safety are **very good**. The support and guidance they receive are **good** and they are involved **very well** in the work of the school.

Main strengths and weaknesses

- Very effective procedures ensure that pupils work in a safe environment.
- Induction arrangements in the nursery are very good and ensure that children settle in quickly.
- The school involves pupils very well in its work and their views are valued.
- The issue of punctuality has not been addressed successfully.

Commentary

33. The school takes very good care of pupils and rigorous checks are carried out to ensure their health and safety. The buildings and site are regularly checked, very well maintained and provide an exciting learning environment. The number of qualified first aiders has improved significantly since the time of the last inspection and many staff have also passed their emergency first aid training. Accident records are correctly maintained. Risk assessments are carried out for all trips and the site manager helps to ensure road safety when children are dropped off in the morning. Comprehensive arrangements ensure that all staff are fully up to date with child protection procedures.
34. Relationships between staff and pupils are very good. Teachers know their pupils very well and as a result give them good support to promote their development. Induction arrangements for children starting in the nursery are very good, allowing plenty of time for them to become familiar with their new environment. Home visits are organised and both parents/carers and children are welcome to visit prior to starting school and attend the initial meetings to familiarise themselves with school routines and procedures. The last inspection report stated that some pupils' individual education plans were out of date and not rewritten following reviews. This issue has been addressed successfully and assessment information is used well to ensure that pupils with special educational needs have access to all the support and guidance they need. The school has very good relationships with outside agencies and there are regular meetings with all agencies concerned with each pupil.

35. Individual targets in English and mathematics are helping to raise standards but these very good procedures do not yet extend to other subjects fully. Assessment information regarding the progress of pupils from minority ethnic groups is carefully analysed to ensure their full access to the support they need to achieve well. Personal development is promoted well by the good procedures that are in place to encourage good attendance and high expectations of behaviour. Pupils take part in many clubs and extra activities such as residential trips, which impact positively on their individual development. However, regular lateness in the morning is still an issue for too many pupils.
36. Pupils contribute significantly to the development of the school. School councillors take their roles very seriously when representing the views of other pupils throughout the school. They voice their views confidently because they know they will be listened to. At a meeting held during the inspection, pupils made sensible suggestions about how they could help to ensure children behaved better when using the toilets and decided to draw up guidelines for teachers to follow when awarding house points, to make sure this was fair between classes. Their concerns about school dinners have been addressed and new arrangements are in place for the start of the next term.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are **very good**.

Main strengths and weaknesses

- Parents are very supportive of the school and involved very well in its work.
- Information about the school and pupils' progress is of high quality but is missing some required details.
- Links with the community and other schools enhance pupils' learning very well.

Commentary

37. The partnership with parents has developed well since the time of the last inspection and is now very good. Parents support the school and their children's' learning enthusiastically and are generally very pleased with the provision that is made for them. They are comfortable with the open-door policy that encourages them to feel they can approach staff and relationships are generally very positive. All staff are highly visible in the playground, and parents have the opportunity to talk to the headteacher about any issue at her weekly drop-in session.
38. Many parents help in school with activities such as reading, practical activities and on trips. A very active parent and friends' association raises substantial extra funds for the school through fundraising and social events such as the summer fair. They have contributed to the development of the adventure playground as well as providing extra classroom resources and a common room for parents' use. Parents are invited to many school events and say they feel very welcome. These include occasional family breakfasts and lunchtimes, grandparents' day and harvest celebration, class assemblies and family gardening days. During the inspection, parents of pupils in Year 5 attended a wonderful production by pupils of 'A Midsummer Night's Dream' which was made all the more magical because of its outstanding use of the outdoor environment and stage area.
39. Parents are kept well informed about school life and their children's learning. Regular newsletters provide helpful information about general matters and there are plenty of opportunities to keep themselves abreast of what their children are learning. Parent consultation meetings have recently been improved to provide a 'target setting day', during which individual targets are set and reviewed in order to inform parents fully of how well their children are doing. Year-end reports give parents a clear understanding of areas in which progress has been sufficient and what areas of learning come next or need to be improved. There is a good school web site and the prospectus is very informative for new parents,

touching on all areas of school life. The Governors' Annual Report gives a good overview of the past year. However, both are still missing some required information such as the full range of recent SATS results and national comparisons so that parents can see how well their children are doing in relation to those in other schools.

40. Parents feel they are very well consulted and their views taken into account in respect of future developments. Following the analysis of a recent survey, the school offers consultation appointments into the early evening in order to make attendance easier for working parents. Exemplary efforts are made to provide parents from ethnic minorities with information in their community languages and some of the governors act as translators and provide support networks. A very small number of parents feel they have long-standing unresolved complaints against the school. The inspection team found that these were dealt with correctly.
41. Very good links with the community and other schools provide valuable learning experiences for the pupils. Some of the pupils attend an esteem-building course held at the 'All England Club Study Support Centre' in preparation for their national tests. Leaders of local churches speak at assemblies and pupils go out into the community to visit places of worship. Participation in local ecology projects, such as the revitalising of the River Wandle, is particularly outstanding, as family members are encouraged to join in with their children. The very good collaboration with other schools provides training and networking opportunities for staff so that they can improve their teaching skills. A link with a local community college has provided parents with the opportunity to improve their ICT skills. The British Council Comenius Project links pupils with other European schools and has given them the chance to meet children from Italy and Norway.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher provides **very good** leadership and is very ably supported by the deputy. The leadership of other key staff is **good**. The governance of the school is **very good** and overall management is **very effective**.

Main strengths and weaknesses

- The headteacher has high aspirations for the school and is very committed to turning her vision into reality.
- Support from the deputy headteacher is very good.
- The governing body has made a very good contribution to shaping the direction of the school.
- Some aspects of the school's self-evaluation are very good.
- Action to promote improvement is variable in its effectiveness.
- There are a few areas where the school is not meeting its statutory responsibilities.

Commentary

42. The headteacher has led the school through a time of significant change very successfully. Despite the many challenges associated with the transition from a first school to an all-through primary school, and the impact of a major building programme, the pupils' good achievement has been sustained. The school's popularity has increased and many important areas of strength have been established. The headteacher has a very strong vision for the school and her commitment to providing a rich all-round education for the pupils is shared by staff and governors.
43. The deputy headteacher has been very effective in collecting and analysing information on the pupils' performance in the core subjects and most especially in English and mathematics, so that she is very aware of the patterns of attainment of different groups of pupils. The

information is used well to identify groups of pupils needing additional help. However, some key staff are less well informed about this information so that action to improve achievement in some areas is inconsistent. There are some very good systems in place to drive up achievement through, for example, performance management targets. Again there are inconsistencies in these systems so that some teachers are not aware of 'targeted pupils' in their class.

44. Leadership and management by key staff are good overall. Leadership and management of special educational needs are good. The co-ordinator works hard to collate information and implement systems that ensure that all adults are consulted regarding each pupil's specific needs. Paperwork is well organised and provides good support for colleagues. She has a good overview of provision. The management of provision for pupils learning English as a new language is good. Pupils' progress is analysed well and appropriate targeted support is very effective in raising the achievement of these pupils. Leadership and management of the Foundation Stage are very good. Staff work closely as a team and teachers have initiated a number of innovations that have had a positive impact on children's learning.
45. The monitoring of subject teaching has been delegated to subject co-ordinators and there is a genuine commitment to continuous improvement. As a result, in response to the co-ordinators' monitoring, the teaching staff have adopted new procedures and guidelines well. However, the constructive criticism given to teachers by subject leaders tends to be too generous and does not always give clear guidance on what teachers should do to improve learning and achievement.
46. Staff welfare and morale are very high priorities for the headteacher and the very positive relationships throughout the school are a testament to her leadership. The induction of new staff, the mentoring of newly qualified staff and the arrangements for continuing professional development are all very good. The ambitious policy to remodel the workforce by giving teachers half a day for preparation and development work has had a number of very positive effects. For example, the very good drama teaching, which is intended to contribute to the leadership's vision of an exciting curriculum, has had a very good impact on raising standards in English. The evaluation of the impact of this policy has been very good. However, progress towards the aim of linking different subjects together has been less well evaluated and action to ensure that pupils are gaining essential knowledge and understanding in a few subjects, most notably science, has not yet been taken.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	896,686	Balance from previous year	25,218
Total expenditure	863,934	Balance carried forward to next year	57,970
Expenditure per pupil	2,642		

47. The governors have taken a leading role in the development of the school in the recent past, particularly in respect of the school's expansion. During this time they have ensured that school finances are managed very well. Strategic planning is very good and governors continuously review progress towards targets in development plans. Governors' knowledge of the strengths and weaknesses of the school is very good. Great efforts are made to secure the best value for money although the governors could do more to compare the school's performance with that of similar schools. The school provides good value for money.
48. The contribution made by the governors is very good in almost all respects but there are areas where they have not ensured that the school is meeting all its statutory responsibilities. The details are given elsewhere in this report and concern the information given to parents in the

Governors' Annual Report to Parents and the school prospectus, daily acts of collective worship not always meeting requirements and the lack of provision for swimming.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. All children, including those with special educational needs and those learning English as a new language, achieve well because of good teaching and the very good curriculum they receive. Many adults offer voluntary help in these classes and the school appreciates the extra benefits children gain from this support. Attainment on entry into the nursery varies from year to year and is currently average overall. All children make good progress and by the end of the reception year many exceed the early learning goals in personal, social and emotional development and mathematical development and standards are well above the expected levels in their communication, language and literacy development. They meet the early learning goals in their knowledge and understanding of the world, and in their physical and creative development. Judgements on teaching and learning are similar to those at the time of the last inspection but children's attainment and curriculum provision have improved. Of particular note is the high quality of the outdoor area and the very good resources that underpin overall provision.

Leadership and management are very good and all staff in the Foundation Stage work very effectively as a team. Assessment procedures are very good and careful observations of children's progress help teachers identify how each child needs to be supported in order to make the good gains in their learning. Staff have been involved in a project called 'Effective Early Learning', that has involved detailed observations of both individual children and groups. It is because all these procedures are so carefully managed that teachers identify early those children that need additional support and guidance to ensure good achievement for all.

Personal, social and emotional development

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

Main strengths and weaknesses

- Achievement is good because children have very good guidance and support.
- The daily 'mix-up' times support children's personal and social development very well.

Commentary

49. Children start in the nursery with skills that are expected at this age and by the end of the reception year they exceed the early learning goals. They achieve well because all staff have high expectations of children's good behaviour. Teaching and learning are good and this ensures that all children develop appropriate skills well. Children settle quickly to the routines and understand what is expected of them and respond very well. They are happy, confident and willing to interact with adults. They play together sensibly in various role-play areas such as the travel agents, home area and the bears' hospital. The outdoor and indoor spaces are used extremely well and activities are stimulating and enjoyable. They are shown how to take turns and relationships are very good. Adults set very good role models for children to learn from. For example, children learn to be very caring towards those with special educational needs and work in a very mature way supporting them to ensure they are fully involved in their activities.
50. Each day children from both the nursery and reception classes have the opportunity to work and play together in the sessions called 'mix-up'. They are encouraged to make decisions about which activities to pursue and thus take responsibility for their learning. Adults ensure that during the week children explore everything fully so they become confident in many situations. These very good arrangements make the children's transition from the nursery class to the reception year easier.

Communication, language and literacy

Provision for communication, language and literacy development is **very good**.

Main strengths and weaknesses

- Children's attainment is well above the expected levels by the end of the reception year.
- Very good initiatives to support the teaching of communication skills are having a positive impact on children's learning.
- Occasionally, directed sessions are too long for a few of the less capable children.

Commentary

51. By the end of the reception year, most children exceed the early learning goals and attain well above expected levels for their age. Achievement is very good because of the consistently good and sometimes very good teaching they receive.
52. In the nursery class, children are continually encouraged to talk about their activities through careful questioning by all staff. Children begin to make marks on paper to write, for example, an invitation for their teddy to a party. More capable children recognise their name and begin to form letters to copy their name. They play together happily in role-play areas, speaking clearly to each other and they love listening to stories.
53. In the reception year, teachers model good reading skills and children readily join in with reading 'We're Going On a Bear Hunt' and talk confidently about the bear's adventures. Teachers challenge children well. More capable children write sentences, using correct punctuation and check their work by reading it to ensure it makes sense. Children of average attainment write at least one sentence independently and begin to use punctuation correctly. The less capable children use familiar letters and have satisfactory knowledge of keywords to communicate meaning but occasionally find it difficult to maintain concentration when presentations are too long.
54. There have been a number of successful initiatives to support the children's development of communication, language and literacy skills, which are having a positive impact on their achievement. During 'mix-up' times, for example, one teacher works with groups of children to focus on guided reading or writing activities. This enables the teacher to target individuals and groups to meet their specific needs and ensure they make as much progress as possible. Daily short phonics sessions for children in the reception year, working in ability groups, also support learning very effectively. In addition, the morning settling in time gives parents a good opportunity to share books with their child. This valuable shared time fosters in young children an appreciation of books and the enjoyment of reading for pleasure.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- The improved provision is having a positive impact on children's learning.

Commentary

55. Children of all ability levels achieve well because teaching is good. Children learn effectively and by the end of the reception year many exceed the early learning goals. In the nursery, children match teddies according to size and colour and begin to understand how to sort and organise items accurately because staff provide them with a good range of activities that capture their interest. They experiment with balances and know that they need the same number of teddies in each bucket for them to balance.
56. In the reception year, children use mathematical language well to talk about numbers to ten and beyond. Staff encourage them to use a range of strategies to add two numbers, most working within ten and the more capable children working with numbers to twenty. They count pennies accurately and learn the values of coins when going on shopping trips. They explore shapes and name two-dimensional shapes accurately as they construct designs and models.
57. Staff identified that some children, particularly in the nursery class, were reluctant to participate in mathematical activities, unless directly supervised. As a result, they have improved the range of activities available for the children effectively, both indoors and outdoors, and this is having a positive impact on the children's interest in mathematics.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children exceed the early learning goals in the ICT aspect of this area of learning.
- Visitors and special events support this area of learning well.

Commentary

58. By the end of the reception year, many children exceed the early learning goals in ICT and they meet the early learning goals in other aspects of knowledge and understanding of the world. Achievement is good because teaching is well organised and children enjoy learning. In the nursery class, with adult support, children click on the mouse to colour a house and they use the arrow keys to play an engaging but simple game. They listen well and follow instructions so that they can work independently with success. Children show curiosity and interest in their immediate environment and talk excitedly about their experiences at home and in the nursery so that they begin to recognise patterns that help them make sense of all their surroundings. Staff interact with them, asking questions and checking understanding, and help children sustain interest and concentration when exploring new activities.
59. Children in the reception year are shown how to apply mouse-skills with accurate control to draw a picture. They use the different functions on a program creatively and design a simple invitation to a party for their teddies. Teachers provide a good range of programs, for example where children have to select the appropriate size pictures to drag and click. Links to literacy are promoted well as children use the keyboard efficiently to compose sentences. They draw a simple map to represent a train journey and experience what school was like in the past by looking at artefacts and pictures depicting a by-gone period. Staff introduce children to information about keeping healthy and fit and children name parts of their body accurately and sing appropriate rhymes to consolidate their learning.

60. Children have many opportunities to gain knowledge and understanding about the world around them from visits and visitors to school. For example, in the nursery class there are special events such as 'Grandparents Day', and 'Heritage Day' and in the reception classes children recently enjoyed a visit from the 'mini-beast man'. These special events and visits support the curriculum effectively by introducing children to the world beyond their immediate experience.

Creative development

61. No overall judgement on teaching in this area of learning is made because insufficient direct teaching was seen. Work seen was at levels expected for children of this age. In the nursery class, children enjoy experimenting with paint and were particularly excited and awe-struck when they saw red and blue mixed together to make purple. Teachers organise a good range of activities in the nursery, and in music, children happily sing familiar songs and learn to make loud and quiet sounds using a variety of musical instruments.
62. In the reception classes, evidence from children's work and displays on walls indicates that children achieve the early learning goals by the end of their reception year and achieve well. They have made attractive mini-beasts from clay and other materials where they have worked hard to mould and shape the creatures. They make observational drawings of mini-beasts and use pastels for drawing portraits and work carefully and accurately.

Physical development

63. No direct teaching was observed in this area of learning but very good use is made of both the outdoor and indoor areas. Children ride bikes, scooters and push prams with confidence, showing a good awareness of space. Both nursery and reception children use the climbing frame appropriately and a small group of children were observed moving creatively to music. They handle tools well and younger children were observed squeezing, moulding and rolling dough with a good level of patience and persistence to create shapes, some of which they named correctly in mathematical terms.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision for English is **good**.

Main strengths and weaknesses

- As a result of good teaching, pupils attain high standards and achieve well.
- Pupils enjoy their work and respond well to lively and engaging presentations.
- Drama, along with other innovations, has contributed strongly to a rich curriculum.
- Leadership and management are good and this is driving continued improvement.
- Library provision does not fully meet the needs of older pupils.

Commentary

64. Pupils achieve well. Standards at the end of Year 2 and Year 6 in reading and writing are above average and are improving. This is the outcome of good teaching, careful monitoring of pupils' progress and recent innovations to enhance pupils' learning. Pupils' speaking and listening skills were identified as areas for development last year and standards have improved greatly throughout the school as a result. Most pupils now show very good levels of confidence in their ability to articulate views and ideas during class discussions and they enjoy such interactions. All pupils, including those with special educational needs and those learning English as a new language, achieve well and many make very good gains in their learning because of the additional help they receive. Pupils who join the school late in Years 3 to 6

also progress well. Overall standards, by the end of Year 2, have improved since the last inspection when the school was a first school. In Year 6, an impressive number of pupils are achieving above the levels expected nationally in their writing.

65. The curriculum is very well organised. It engages pupils in a very wide range of interesting and stimulating activities to develop their skills. The recent focus on improving writing skills has been very effective. Similarly the increased opportunities for drama have boosted pupils' standards of speaking and listening. Drama is also used successfully to inspire 'reluctant writers'. For example, pupils in Year 3 imaginatively describe 'Londinium' dock scenes in Roman Britain. Other innovations that have helped raise standards include:
- more opportunities for writing for a purpose;
 - classrooms with text-rich displays for pupils to model their work on;
 - 'Writers Workshops' each term for pupils in Years 3 to 6;
 - artefacts and works of art to stimulate imaginative writing; and
 - pupils evaluating their work, particularly through discussions.
66. Standards of reading are above the levels expected nationally throughout the school because pupils enjoy books. Many pupils in Year 6 read regularly; they make use of local libraries but indicate they do not use the school library very much because the range of books is limited. Pupils in Year 1 happily browse through books during 'choosing time' in the library as teachers encourage them to explore a range of texts written in differing styles. Pupils take books home regularly and parents are encouraged to support reading tasks at home.
67. Standards of writing are also above the expected levels in Year 2 and Year 6 because writing has been a priority over the last two years. Pupils of all abilities achieve well, including those learning English as a new language. There is now a very good proportion of pupils attaining above expected standards. Results of national tests and assessments, in Year 6, would be even higher if the school did not lose a number of more capable pupils in Years 3 to 5. Also, in the present Year 6, a sizeable proportion of pupils are working at standards below expected levels, reflecting a significant number who have special educational needs. Pupils explore a range of writing styles, modelling their work on favourite authors. Their growing descriptive skills were illustrated well in Year 2 when writing about a setting: *"a clear and calm river was hidden in a valley surrounded by jagged rocks and hidden by the blue and white waterfall"*. The introduction of handwriting sessions has had a positive impact on the satisfactory standards pupils in Year 2 achieve. However, handwriting is still a weakness with many pupils in Year 6.
68. Consistently good teaching enables pupils to achieve well. Specialist drama sessions are used extremely well as a lead in to English and other lessons. Teachers frequently use drama and role-play to capture pupils' attention and increase their interest. In a very good lesson in Year 6, a lower-attaining pupil was extremely impressive when acting in the role of a 'charlady'. Other pupils in Year 6, thinking about how to develop an interesting setting, were totally engaged as their teacher modelled characters such as 'a private eye', a 'moll' and a gangster. There were many imaginative outcomes, such as *"I crept down the cold hallway. I could hear teachers in the distance. The floorboards creaked. I heard a drip of a leaking pipe, a door swung open, all I saw was a foot....."* Approaches to marking are inconsistent in providing pupils with clear feedback as to what they have achieved successfully and how they can improve further. In addition, opportunities are sometimes missed to involve more pupils in reviewing their work at the ends of lessons.
69. The subject is led and managed well. The analysis of assessment information and monitoring of teaching are used well to identify areas for improvement and set individual targets for pupils in order to raise standards further. All staff have good opportunities to improve their skills and seek help from the co-ordinators. The school acknowledges the need to enhance the provision of library books to interest pupils in Years 5 and 6.

Language and literacy across the curriculum

70. Opportunities for pupils to use their language and literacy skills in other subjects are good. Many teachers use drama to encourage pupils to talk about their learning and express their views and ideas during discussions. Writing features strongly in work linked with art and design when pupils evaluate their work. There is also good writing in history where pupils consider how people might have felt, for example, after the Great Fire of London, and in geography when pupils explore environmental issues that relate to their considerations on Eco-awareness. Pupils, however, make limited use of their independent writing skills to explain their findings in writing reports, for example, in science.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Standards attained by pupils at the end of Year 2 are above average.
- The development of understanding through 'talk' is good.
- Subject leadership is good and there are clear priorities for development.
- The linkage between assessment, target-setting and marking is not fully effective.

Commentary

71. Pupils achieve well and standards at the end of Year 2 are above average. This indicates an improvement on standards achieved in the national tests of 2004 and an improvement on the standards achieved at the end of Year 2 at the time of the last report. Pupils continue to achieve well in Years 3 to 6. However, the pattern of achievement in these years is significantly affected by pupil mobility. The current Year 6 group has lost 16 pupils of average and higher ability since they were in Year 2. Despite this, overall standards of work in Year 6 are at the levels expected nationally and over one third of pupils are achieving standards higher than expected. Overall achievement is good.
72. Teaching and learning are good. Teachers enjoy and promote very good relationships with their pupils and adopt methods that encourage them to learn. Teachers' planning is detailed, although occasionally insufficient attention is given to modify plans in order to meet the specific needs of individual pupils in the class and match tasks to pupils' capability more accurately. All aspects are addressed well and pupils' skills develop effectively step by step. Some classrooms have interactive whiteboards to present work more actively to pupils but teachers' skills are still developing to maximise this facility. There were examples of both good use and much less effective use of this valuable resource during the inspection.
73. The co-ordinator has monitored teaching and the quality of pupils' work and identified areas for improvement. A particularly successful innovation has been the 'think-pair-share' element, which is intended to develop pupils' mathematical thinking, their confidence and their speaking and listening skills. The policy is being implemented with positive effects in helping pupils explain the strategies they use to carry out calculations and for teachers to recognise where pupils are making errors for them to work at addressing. The introduction of target-setting has helped to raise achievement because teachers are much clearer about the next steps in learning for each pupil. The co-ordinator is aware that more needs to be done to focus on individual achievement by linking assessment, planning and target-setting more accurately and using the analysis of assessment data to identify those areas of the curriculum pupils find more challenging.

Mathematics across the curriculum

74. Use of mathematics in other subjects is satisfactory. Pupils measure in design and technology and science but opportunities are missed to make greater use of pupils' skills in a planned way, for example in linking work to data handling using ICT and graphing the findings in scientific investigations.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Good emphasis is given to developing pupils' investigation and enquiry skills throughout the school.
- Pupils enjoy the practical activities and collaborate well with each other.
- Teaching does not always give sufficient attention to developing pupils' knowledge in order to underpin their learning.
- Leadership and management are good.

Commentary

75. In the national tests and assessments in 2004, standards were above the levels expected nationally for pupils at the end of Years 2 and 6. Standards of the work seen during the inspection are lower than this, being broadly in line with national expectations because of an increased number of lower ability pupils in the present Year 6. Achievement for most pupils is satisfactory. Improvement has been satisfactory since the previous inspection. Pupils with special educational needs and those learning English as a new language generally receive good classroom support in order to achieve at least as well as their classmates.
76. Pupils enjoy participating in practical tasks. They carry out investigations enthusiastically and work well with others. The school has placed good emphasis on developing pupils' investigative skills. This has resulted in pupils being very confident in conducting investigations and having a secure understanding of skills such as hypothesising, predicting and designing fair tests. They work well in groups to carry out their tests and record their findings systematically. The more capable pupils draw accurate conclusions to summarise their findings but many others do not always complete their work, particularly those who are lower attaining. In many lessons, pupils of all abilities are given the same level of guidance and instruction. While pupils are very good at working collaboratively, where mixed-ability groups are organised the more capable pupils inevitably take the lead.
77. Pupils enjoy learning new information but teachers do not always place a high emphasis on ensuring the required information is taught well enough to underpin their findings from investigations. For example, pupils in Year 5, in a very engaging lesson, made some good observations about the process of cross-pollination as they watched a dramatised version of bees visiting flowers. However, a number failed to grasp that the cross-pollination process is in fact a by product of the bee's need to collect nectar and that insects other than bees may also be involved in cross pollination until the teacher clarified this in greater detail. Teachers do not always ensure pupils have a secure understanding of the key knowledge they require to achieve higher standards or that they use correct scientific vocabulary accurately. Occasionally, pupils' understanding is inaccurate. For example, a significant number of pupils in Year 2 suggest that the habitats for cats and dogs are gardens, kennels or people's home as they work on creating habitats for animals including sabre-tooth tigers, cobras and scorpions. Throughout the school, recorded work is of an average standard. Occasionally, valuable time is lost as pupils, including some in Year 6, compose very creative drawings of, for example, three-dimensional images of batteries and lengthy health and safety posters, rather than concentrating on key facts and diagrams that are scientifically correct.

78. Teaching and learning are satisfactory overall and good for developing pupils' investigation skills. Pupils are managed very well and most have very positive attitudes to learning. They listen attentively and eagerly explore any practical activities. Assessment information is beginning to be used to guide teachers' planning but practice is not consistent in every class to ensure higher achievement because, in many lessons, the work presented to all ability levels is generally the same.
79. Leadership and management are good. The co-ordinator is relatively new but has already identified areas for further development including the need to spend more time in teaching pupils the knowledge and information they need to understand all that they study. Through regular monitoring of teaching and work sampling, she has identified gaps in teachers' skills and pupils' knowledge and has developed an action plan to improve provision. Resources have been improved. Tests and assessments are analysed in detail but the information is not yet used sufficiently well by all teachers to check that pupils have clear individual targets and teachers' planning is accurate enough to ensure that pupils meet these targets.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is good and standards are above average.
- Resources are good and pupils use computers to seek information from web sites.
- Pupils enjoy using computers and work confidently at improving their skills.

Commentary

80. At the end of Years 2 and 6, standards are above the expected levels and pupils' achievement is good. The school's resources have improved since the last inspection and standards have been maintained.
81. Teaching and learning are good. Teachers help pupils develop skills successfully in following instructions step by step in Year 1 as they locate pictures and create interesting and accurate sentences to annotate these images. Pupils in Year 2 use their ICT skills well for compiling graphs in numeracy and word processing their creative writing, so that their drafting and re-drafting tasks are more effectively managed. Teachers incorporate the use of ICT satisfactorily in other subjects and more opportunities are developing as confidence grows among teachers and pupils. Pupils in Year 6 confidently prepare PowerPoint presentations using different sources, including using hyperlinks between various web sites, importing material and storing it for later use correctly. There is a good level of challenge in these activities and pupils are very good at collaborating to resolve problems because they have positive attitudes to their work. Those who are less confident are supported well by their friends as well as staff so that everyone participates fully. Pupils in Year 6 use film techniques enthusiastically and learn to edit and sequence material using a range of techniques to enhance their work. One group filmed scenes from the school production of 'Bugsy Malone' to review the quality in order to consider improvements and identify sections that were successfully enacted.
82. Pupils receive good individual support as they work on the computers and teachers generally make effective use of interactive whiteboards to support teaching and learning. Skills are taught systematically, so pupils build on prior knowledge and make good progress. Teachers plan well and all aspects are covered, although there is currently less emphasis on control technology because the school is awaiting technical support. Provision for hardware is good and is improving all the time. Teachers have a good collection of software to support work in other subjects, and programs that help pupils with special educational needs and those learning English as a new language are used well.

83. Leadership and management are good. The co-ordinator has identified priorities for development and has organised training for staff, which has had a positive impact on teacher confidence. Assessment procedures are in place and are beginning to be used to identify individual targets for pupils to pursue in order to raise achievement further.

Information and communication technology across the curriculum

84. Teachers use ICT well to support work, for example in mathematics for data handling, in English for word processing, and in history for researching information. The school web site, that provides information about the school, is updated regularly.

HUMANITIES

85. No judgement is made regarding overall provision in **geography** as no lessons were seen. Teachers' planning shows that curriculum requirements are fully met. Lessons often gain from drama activities, such as role-play, where pupils in Year 6 debate the environmental impact of the destruction of the Australian rainforest, and pupils in Year 5 consider the positive and negative effects of hotel development on a Caribbean island. Similarly, learning for those pupils involved with 'Eco' activities is enriched as they research global events that are changing the environment. The co-ordinator provides good leadership and management and acknowledges that resources to support learning in Years 3 to 6 need to be improved, as well as implementing assessment procedures more effectively in order to raise standards further.

History

Provision for history is **good**.

Main strengths and weaknesses

- Pupils attain high standards and achieve well because teaching is good.
- Leadership is good and the curriculum is enriched through a range of interesting visits and visitors to the school.
- The subject supports pupils' personal development very effectively.
- There are no procedures for the systematic tracking of pupils' progress.

Commentary

86. Standards at the end of Years 2 and 6 are above expected levels and pupils achieve well. Pupils with special educational needs and those learning English as a new language achieve well too because teachers use a variety of interesting approaches, including drama, to capture their interest and imagination. There has been good improvement in provision since the last inspection.
87. Pupils in Year 2 knowledgeably discuss events at the time of the Great Fire of London. They have also explored the work of Florence Nightingale, and after independent research on Mary Seacole, some have suggested they should learn more about this figure too. Pupils in Year 6 have a good understanding of the impact of the past on changes over time, and accurately distinguish between fact and fiction in reference to statements about the ancient Greeks. Many evaluate information sources and offer likely reasons for a variety of interpretations of the past. In relation to their studies of America in the 1930s, pupils use their knowledge well to link causes to effects in respect of events and changes in that period of time.

88. Teaching and learning are good overall. Teachers successfully use a range of approaches to add interest and motivate pupils' learning. Teachers use ICT well to support research tasks so that pupils learn to seek information to extend their knowledge. For example, pupils in Year 4 learn about Egyptian gods through a computer game involving the whole class. Pupils in Year 3 are excited at the prospect of using artefacts from the British Museum to develop their enquiry skills and evaluate sources. Pupils in Year 6 assume roles such as TV reporters and witnesses describing the effects of the Dust Bowl in 1930s America. These lively methods absorb pupils' attention and provide challenge, helping pupils extend their skills by drawing their own conclusions and explaining their views. Pupils in Year 6 talk about their enjoyment of history, the helpful links made with English, and how they gain from visits, drama and other types of active learning.
89. The subject is led and managed well. The co-ordinator monitors standards through regular lesson observations. History topics, often linked with drama, contribute very well to pupils' appreciation of social justice and issues such as slavery, racism and prejudice, and thus support their personal development very effectively. A new history unit on America in the 1930s was developed to coincide with the school's production of 'Bugsy Malone'. The school recognises the need to develop procedures for the systematic tracking of pupils' progress in order to set targets for improvement and raise achievement.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Medium-term planning is thorough and guides teaching well.
- Development of pupils' respect for the beliefs of others is very good.
- Further enrichment and development of the curriculum are planned.

Commentary

90. Pupils achieve satisfactorily and standards are in line with the expectations of the locally agreed syllabus. These standards are similar to those reported at the time of the last inspection.
91. Teaching and learning are satisfactory overall. Teachers adopt a sympathetic and respectful style during lessons, thus showing pupils the importance of the subject in the way that it shapes people's lives, particularly in some faiths. They value pupils' responses and make sure that all participate fully during discussions and develop a sense of tolerance to differences of views and opinions. Pupils enjoy learning about Christianity and other world religions, particularly those represented in the school. Pupils from these different faiths are encouraged to share their experiences and knowledge with others. Such discussions and sharing of ideas and views help to promote cultural diversity and develop pupils' respect for the beliefs of others effectively. Pupils learning English as a new language are often very responsive to the work because it often relates to faiths they are familiar with and so they follow the teaching successfully and feel highly motivated to participate.
92. Subject leadership is good and management is satisfactory. The headteacher is managing the subject temporarily and she has ensured a smooth transition to a new scheme of work which teachers are beginning to implement successfully. Pupils talk enthusiastically about a number of different and interesting experiences, including some visits to places of worship, exploring video material of worship in other faiths and carrying out research using the Internet. The school is aware that the subject has not yet fully benefited from the enrichment processes that are taking place elsewhere in the curriculum and assessment opportunities are not fully utilised to identify pupils' individual attainment. The new co-ordinator is looking to extend the school's programme of visits to local places of worship further in order to enrich provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

93. No lessons were seen in music and physical education and only one lesson was seen in design and technology. Therefore no judgements are made regarding overall provision in these subjects. Other evidence was gathered by looking at pupils' work and scrutinising teachers' planning.
94. Pupils' work seen in **design and technology** is of at least expected standards. The chairs on display in the entrance area have been designed with flair and originality, showing older pupils take time and care over their efforts. There is a good emphasis on the design process throughout the school and even the youngest pupils attempt to plan and evaluate their work so that they can improve their skills. Pupils enjoy the subject and teachers often try and link learning to work in other subjects to add to pupils' interest and enjoyment. The co-ordinator is very supportive to teachers so that they are all clear about the skills that need to be taught and what materials are available and how to assess pupils' attainment.
95. In **music**, in the singing assembly for pupils in Years 3 to 6, pupils sang tunefully and with pleasure, following the techniques of breathing and listening carefully for best effect. The music co-ordinator led the singing very effectively, encouraging pupils to develop a lively sense of rhythm and enjoyment and most responded very enthusiastically. Pupils have good opportunities to sing in a choir or join the recorder club and many learn to play a wide range of musical instruments taught by visiting teachers. Pupils talk excitedly about their opportunities to sing in musical productions and concerts and a range of visitors perform in the school in order to help pupils extend their appreciation of music from other cultures.
96. All elements of the **physical education** curriculum are in place except swimming. For the last two years, the school has not provided swimming lessons. Therefore, pupils are not getting their full curriculum entitlement. Arrangements to provide lessons at a nearby college pool were discontinued owing to a lack of staff. Other options are currently being considered. Teachers follow a programme of work in games, gymnastics and dance and have been supplied with supportive teaching materials by the co-ordinator.

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- Standards and achievement are above expectations across the school.
- Fabric, pastel crayon and clay work is particularly good, benefiting from an appropriate balance of basic skills teaching and good opportunities for imaginative work.
- Leadership and management of the subject are good.
- Links to other subjects are promoted well and pupils enjoy practical activities.

Commentary

97. Standards are above expectations throughout the school and pupils of all backgrounds and abilities achieve well. High standards and achievement have been maintained since the previous inspection. The school has had some of its fabric work displayed at local and national exhibitions. Pupils' work enhances the appearance of the school and inspires and motivates them and they enjoy their success.
98. Pupils successfully use colour, texture, pattern and different materials and processes to explore their ideas through activities that include painting, printing and modelling. They build on previous learning effectively because teachers pay good attention to providing them with

the confidence to experiment and apply their skills. For example, in displays of portraits from pupils in Years 1 and 2 through to Years 3 to 6, there is evidence of increasing attention to detail, with pupils beginning to portray character. Clay and fabric work is also of a high quality with the oldest pupils producing some very good three-dimensional work. Masks made by pupils in Year 5 show a good level of understanding of Aztec designs and colour schemes that are bold and vibrant. Quilting skills, based on pupils' work in Year 5 on the Greeks, shows care in defining fine stitch work to outline figures and artefacts. Pupils evaluate their own and each other's work sensibly and consider ways of making further improvements. They learn about the work of recognised artists, designers and craftsmen and the diverse roles of art and design in different times and cultures. For example, pupils in Year 6 have produced some vivid images, in the style of Andy Warhol, using digital photography to illustrate scenes from the 1930s in the period of the Great Depression, the history topic that they are currently studying.

99. Teaching is well focused, with clear instructions about processes and activities that provide good opportunities for pupils to experiment and explore materials and techniques. Visiting artists add variety to the teaching and give pupils new experiences. For example, a recent visit from a sculptor helped pupils in Year 2 gain a greater understanding of how to work with clay and look at anatomy and form when moulding their animals. The effective use of ICT programs is developing pupils' understanding of how colour, pattern and design can be manipulated to obtain particular effects.
100. The co-ordinator is enthusiastic and leads the subject well. She monitors pupils' work and has built up a good portfolio collection that supports teachers' judgements about standards. Assessment procedures are satisfactory and pupils are given good guidance as to how to improve their practical skills. Activities such as art clubs enrich pupils' learning very effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

101. Only one lesson was seen in this area of the school's work, so no judgement is made about overall provision. The school places a high emphasis on pupils' personal development and this is reflected well in its very positive ethos. Provision for personal, social and health education (PSHCE) underpins the whole curriculum and discussions, for example, on health and fitness occur in science and literacy lessons. The current programme includes work on diet, health and hygiene, developing good relationships, dealing with emotions, sex, drugs and personal safety. The omission of swimming from the physical education curriculum is a weakness. Regular visits from public services enrich the work of the school and add well to pupils' learning.
102. Citizenship is an outstanding feature of the school's provision. The school council is an active group of pupils who promote initiatives that include fund-raising activities and the school regularly consults with pupils about developments they would like to see in the school. The school's high emphasis on raising pupils' awareness regarding environmental issues has led to the establishment of a very active 'Eco-warrior' group which has gained high regard in the local area. Eco-warriors enlist the help of friends and family members in ensuring that the environment around the school is attractive and well maintained and that the future of the planet and their responsibility in this are well highlighted in day-to-day practice.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

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

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

