

INSPECTION REPORT

FENSTANTON PRIMARY SCHOOL

Tulse Hill, London

LEA area: Lambeth

Unique reference number: 100595

Headteacher: Ms S Hindle

Lead inspector: Mrs J Morley

Dates of inspection: 29 November - 1 December 2004

Inspection number: 269086

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

© Crown copyright 2005

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

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

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-------------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| Number on roll: | 495 |
| School address: | Abbots Park Tulse Hill London |
| Postcode: | SW2 3PW |
| Telephone number: | 020 8674 3311 |
| Fax number: | 020 8671 6419 |
| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr B Whittington |
| Date of previous inspection: | N/a |

CHARACTERISTICS OF THE SCHOOL

- The school caters for pupils aged three to eleven. Currently there are 495 on roll, 45 of whom attend the Nursery on a part-time basis.
- Pupils are drawn from a large number of ethnic backgrounds.
- There are 19 refugees / asylum seekers, and a tiny minority of travellers and pupils in public care.
- Social and economic factors are unfavourable. A very high proportion of pupils are eligible for free school meals.
- English is an additional language for 40 per cent of pupils; 6 per cent are at an early stage of acquiring it. Both are well above the national averages. There are approximately twenty different languages spoken in the school. These include Bengali, Chinese, Arabic, Albanian, French, Turkish, Yoruba and Urdu.
- Twenty-one per cent of pupils are on the school's special educational needs register. Fifty-seven pupils have more significant difficulties, including five with statements of special educational need. Their difficulties relate to: moderate learning; severe learning; profound and multiple learning; social, emotional and behavioural issues; speech and communication; physical disability; autism and Down's syndrome. The overall proportion is above average, while the proportion with statements is average.
- Attainment on entry to the school is very low.
- Pupil mobility is high.
- Staff mobility is also high.
- The school is involved in the following local and national initiatives:
 - Leadership Development Strategy in Primary Schools
 - Single Regeneration Budget
 - Sure Start
 - The Children's Fund
 - Intensifying Support Programme
 - Behaviour Improvement Programme

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|----------------|---|
| 25470 | J Morley | Lead inspector | English Personal, social and health education and citizenship |
| 11437 | A B Anderson | Lay inspector | |
| 11901 | D P Lowe | Team inspector | Mathematics History Religious education |
| 12394 | C G May | Team inspector | Physical education English as an additional language Foundation Stage |
| 20388 | G B Watson | Team inspector | Science Information and communication technology Music |
| 21267 | P Miller | Team inspector | Art and design Design and technology Geography Special educational needs |

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge

CB1 2RS

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

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8 |
| Standards achieved in areas of learning and subjects | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 16 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS | 18 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 and 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 29 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is Fenstanton Primary School's first inspection; the school was formed through the amalgamation of the former infant and junior schools in September 2001. **The school's effectiveness is satisfactory.** Weaknesses, which still exist, are slowly being addressed. Children join with very low attainment and leave with standards that are well below average overall, but rising slowly. The school is investing heavily in attempting to raise attainment, but faces several barriers: very high mobility amongst pupils and staff, and difficulty in recruiting and retaining good teachers. In addition, English is an additional language for 40 per cent of pupils and a significant proportion of those joining the school have little or no English. The high turnover amongst pupils means that not all of the school's good work is reflected in test results. Nevertheless, there is convincing evidence that there has been a dramatic improvement in teaching and learning over the last year: both are good or better in close to 60 per cent of lessons. In addition, although there are issues to address, most aspects of the way that the school is led and managed contribute positively to the school's effectiveness. Certainly its senior managers are competent, committed and energetic. While provision is satisfactory, the school's running costs are very high. Hence, value for money is unsatisfactory.

The school's main strengths and weaknesses are:

- Teaching is consistently good or better in Nursery and Reception, and good overall in several other classes, particularly in Years 4 and 5. It is unsatisfactory in two of the three Year 1 classes, where pupils' behaviour is not good enough and the curriculum is too formal too soon.
- Senior staff spend too little time in direct teaching.
- Teachers use assessment well in individual lessons, but know too little about pupils' progress over time.
- Provision for Nursery and Reception children is good.
- Pupils have too few opportunities to write independently, at length, and across the full curriculum.
- There is a good range of group work for all pupils with additional needs.
- Some parents do too little to ensure that their children attend regularly and arrive punctually.
- Pupils are very well cared for.
- Pupils learn good social skills and develop a good awareness of their own and other cultures.
- The school has good and productive relationships with parents and with the local community.

STANDARDS ACHIEVED

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

Key: A well above average B – above average C – average D – below average; E – well below average; E in the lowest five per cent nationally.*

Similar schools are those with similar percentages of pupils eligible for free school meals; as pupil mobility is high, the usual comparison with schools whose pupils attained similarly at the end of Year 2 cannot be made.

Achievement is satisfactory overall, but variable through the school: good in Nursery, Reception and in some classes in Years 4 and 5, unsatisfactory in Year 1, and sound elsewhere. Attainment on entry is very low in comparison with that generally expected. Communication, language and literacy are particularly weak elements. Through Nursery and Reception, children make good progress overall. Nevertheless, by the end of Reception, they still fall short of the goals

expected nationally in their personal development, and well short in the other five areas of learning. Achievement in Year 1 is unsatisfactory because in two of the three classes pupils do not behave well enough and the curriculum is too formal too soon. In the 2004 national tests for Year 2 pupils, standards were well below average in reading and very low (in the lowest five per cent nationally) in writing and mathematics. In comparison with similar schools, standards were below average in reading and well below average in writing and mathematics. Year 6 test standards appear in the table above. Current standards in English, mathematics and science are well below average, both in Year 2 and in Year 6. Writing standards, however, are particularly low. Standards in information and communication technology (ICT), physical education and religious education are below national expectations in Years 2 and 6. Judgements on standards in other subjects were not possible. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall.** Pupils' behaviour and attitudes are satisfactory: good in Nursery, Reception and in several other classes, but unsatisfactory in two of the three Year 1 classes. Attendance is well below the national average. Despite the good efforts of the school, there are still too many parents who do not ensure that their children attend regularly and arrive punctually.

QUALITY OF EDUCATION

The quality of education is satisfactory, as is the quality of teaching and learning. Teaching quality ranges from excellent to very poor. The large majority is good or satisfactory. Almost all teachers manage pupils well, are clear about what they want them to learn in a lesson, and pursue that goal effectively. They use assessment well on a lesson-by-lesson basis and set appropriate targets for pupils. However, they do not have the skills to track the progress their pupils make over the longer term, and to adjust their practice in light of what they find. In two of the three Year 1 classes, too much teaching is less than satisfactory. Staffing levels are exceptionally generous. The curriculum is satisfactory overall and good in Nursery and Reception. However, independent writing opportunities are too infrequent and too limited to English lessons. The school is establishing a more creative curriculum, but this is in its infancy. Opportunities on offer outside the school day are sound. The school takes very good care of its pupils and has good links with parents and with the local community. Links with other schools and colleges are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. There is a clear strategic plan for the development of the school and well-established systems to help it to run smoothly on a day-to-day basis. The headteacher and key staff have a shared vision, high aspirations and very impressive teaching skills. There is convincing evidence to show that their work has had a significant impact on overall teaching quality and on pupils' behaviour. However, the management team is large and an extensive network of meetings results in its members spending too much time out of the classroom. Governance is good and governors fulfil all of their statutory duties. They have helped to shape the school with the appointment of key staff, and are generally well informed about its strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents think well of the school and most of their views are justified. They are, however, correct in thinking that behaviour is not good enough in all classes. They are incorrect in their view that pupils' progress is good; it is variable, but satisfactory overall and improving slowly. Pupils are happy at school but do not show real enthusiasm for learning.

IMPROVEMENTS NEEDED

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

- Improve pupils' behaviour and attitudes in two of the three Year 1 classes, and ensure that the curriculum meets the needs of the large majority who are working well below expectations.
- Ensure that senior staff spend more time in direct teaching.

- Enable teachers to make better use of assessment data in tracking the progress of their pupils over time.
- Significantly increase pupils' opportunities to write independently and at length, particularly in subjects other than English.
- Intensify efforts with parents in order to improve their children's punctuality and their regular attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the end of Year 6 pupils attain standards that are well below those expected nationally. Pupils' achievement varies significantly but is satisfactory overall. It is good in Nursery and Reception, unsatisfactory in Year 1 and satisfactory in all other year groups.

Main strengths and weaknesses

- Achievement in two of the three Year 1 classes is unsatisfactory.
- There has been a significant upward trend in standards this year: in all areas in Year 2 and in mathematics in Year 6.
- Standards in writing are very low throughout the school and this is a particular weakness.
- Mobility amongst staff and pupils is a barrier to raising standards.

Commentary

1. Children join the school with very low standards, particularly in communication, language and literacy. Through Nursery and Reception they achieve very well in personal, social and emotional development, bringing them close to expected standards by Year 1. Achievement is good in mathematical, creative and physical development, communication, language and literacy and in their knowledge and understanding of the world. Nevertheless, by the time they leave Reception their attainment is still well below that normally seen in children aged five.
2. Through Years 1 and 2 achievement is unsatisfactory overall, but the underachievement is specific to two of the three Year 1 classes. In these classes pupils' behaviour is unsatisfactory and activities are often too formal and too long for the ability and maturity of the pupils. By the end of Year 2, standards in the 2004 national tests were well below the national average in reading and very low (in the bottom five per cent nationally) in writing and mathematics. When compared with similar schools, standards were a little more favourable, but they remained below average in reading and well below average in writing and mathematics. Despite the fact that most similar schools still do better than Fenstanton, standards in this school improved significantly in 2004 – see the table below. Furthermore, the school continues to make some inroads into attainment. Currently reading and mathematics standards are well below average in Year 2. Writing standards, however, remain very low.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 13.3 (11.5) | 15.8 (15.7) |
| writing | 11.11 (10.0) | 14.6 (14.6) |
| mathematics | 13.3 (10.9) | 16.2 (16.3) |

There were 77 pupils in the year group. Figures in brackets are for the previous year

3. Achievement through Years 3 to 6 is satisfactory overall, and no inspection evidence indicated that there was a difference between boys and girls. It is good in some Year 4 and 5 classes, matching the quality of teaching the pupils receive. Achievement is better in these classes than through Years 1 and 2 because there is very little teaching that is less than satisfactory.

In the 2004 national tests, standards were very low (in the lowest five per cent nationally) in English and in science, and well below average in mathematics. When compared with similar schools, English and mathematics standards were well below average, while in science they remained in the lowest five per cent. As is evident from the table below, standards improved significantly this year in mathematics and, fractionally, in science. There was no improvement in English.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 22.5 (23.0) | 26.9 (26.8) |
| mathematics | 23.7 (21.1) | 27.0 (26.8) |
| science | 23.4 (22.8) | 28.6 (28.6) |

There were 53 pupils in the year group. Figures in brackets are for the previous year

4. Standards in ICT, physical education and religious education are below national expectations in Years 2 and 6. Judgements on standards in other subjects were not possible.
5. Through the school as a whole, therefore, pupils make satisfactory progress. In making this overarching judgement it is important to take into account the high levels of pupil mobility and high staff turnover. Both camouflage the energy that the school is investing in raising standards.
6. When in lessons, most pupils who have special educational needs or English as an additional language progress at a similar rate to the rest of the pupils in the school. When they receive support in small groups, they achieve well. It is this small group work that enables these pupils to make slightly better progress than their classmates through Year 1. By the time second language learners come to take the statutory tests in Years 2 and 6, however, most have had insufficient time to grasp enough of the language to attain the levels expected by indigenous pupils of the same age.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory overall: good in Nursery, Reception and some classes in Years 4 and 5, poor in two of the three Year 1 classes and satisfactory elsewhere. Their spiritual, moral, social and cultural development is good. Pupils' attendance and punctuality at the school are poor.

Main strengths and weaknesses

- Pupils are mostly well behaved around the school and in the playground.
- Pupils' personal development at the school is satisfactory, with some good elements.

Commentary

7. When the standard of teaching was good or better, as it was in close to 60 per cent of the lessons seen, the attitudes and behaviour of pupils were good or very good. For example, in one excellent lesson in Year 5, pupils were fully engaged in challenging work as they monitored and recorded the rate of change of a human heart-beat over a range of different physical exercises. In several lessons in two of the three Year 1 classes, however, the majority of pupils displayed poor attitudes and behaviour. As a result, pupils' overall levels of learning and achievement within these lessons were unsatisfactory and sometimes poor.

There were fewer examples of unsatisfactory and challenging behaviour on the part of older pupils; unsatisfactory lessons were usually linked to specific circumstances such as failing equipment in the ICT suite. Most pupils behaved well in the playground and around the school. There have been a significant number of recent pupil exclusions from the school.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 84 | 8 | |
| White – Irish | 3 | 2 | 0 |
| White – any other White background | 52 | 0 | 0 |
| Mixed – White and Black Caribbean | 25 | 8 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 2 | 0 | 0 |
| Mixed – any other mixed background | 25 | 0 | 0 |
| Asian or Asian British – Indian | 2 | 0 | 0 |
| Asian or Asian British – Pakistani | 4 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 11 | 0 | 0 |
| Asian or Asian British – any other Asian background | 9 | 0 | 0 |
| Black or Black British – Caribbean | 146 | 21 | 1 |
| Black or Black British – African | 117 | 8 | 0 |
| Black or Black British – any other Black background | 3 | 0 | 0 |
| Chinese | 6 | 0 | 0 |
| Any other ethnic group | 5 | 0 | 0 |
| No ethnic group recorded | 4 | 0 | 0 |

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

8. The school council has been in operation for a few years and this forum has provided many pupils with the opportunity to take responsibility for a number of projects around the school. There are current weaknesses in the feedback arrangements to the remaining children in order to ensure that they have a voice in how the school is run and managed. However, several opportunities are provided for pupils to take responsibility for their own standards of work and for carrying out various tasks around the school such as being playground friends and helping to tidy up classrooms.
9. The provision for the spiritual, moral, social and cultural development of pupils is good overall. Assemblies make a significant contribution to pupils' spiritual development in that pupils learn about pressing global issues and, crucially, what they can do to play their small part. There are separate assemblies for the youngest, middle and older age groups in the school. All share the same theme but differing presentation makes each wholly appropriate. The quality of presentation makes them an effective spiritual experience for pupils, and pupils' conduct in

assemblies is impeccable, demonstrating genuine respect for what they learn. Pupils respect each other's differing beliefs and express the view that there are more similarities than differences between the major world religions. There were few experiences with a spiritual element evident in the lessons seen during the inspection. The moral development of pupils is satisfactory overall: good in most classes because rules are consistently applied, and less than satisfactory, particularly in Year 1, because they are not. Personal, social and health education (PSHE) lessons and circle time (an opportunity for pupils in a class to share their feelings) are beginning to be used well to promote pupils' social and moral development at the school but there is still a long way to go for the impact of this good work to be realised in all classrooms.

10. The school makes good use of the local and wider environment to enhance pupils' social development, for example, by occasional visits into central London. The school uses the rolling workshops and activities on Wednesday afternoon very well to promote pupils' personal development and self-esteem. Pupils of different ages work amicably together. Many subjects of the curriculum such as art, history, science and music are used well to promote pupils' cultural development and an interesting range of wall displays around the school enhances this. These include a wide range of poetry, art and history topics, together with examples of the different faiths to be found both in the school and around the world. Positive aspects of other cultures are promoted through displays, the good role models set by staff and the use of visiting specialist from minority ethnic groups such as an African dancer. Most pupils from ethnic minority groups show positive attitudes towards school and behave well. However, the all-embracing study of the richness and diversity of other cultures is not yet a full part of the school's curriculum.

11. The overall attendance at the school is poor and is well below the national average. The incidence of unauthorised absence is much higher than the national average. There is much evidence of pupils' lateness and a significant minority of parents are not supportive of the school in terms of helping to ensure that their children attend school regularly and promptly. The school is proactive in following up unexplained absence but the lower than average attendance figures have a negative impact on the overall standards achieved by many children at this school.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.0 | School data | 1.8 |
| 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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are sound overall, but variable. The curriculum is satisfactory overall but good in Nursery and Reception. Care, welfare, health and safety are good, as are the school's links with parents and with the community. Leadership and management are satisfactory.

Teaching and learning

Teaching and learning are satisfactory overall. They are consistently good in Nursery and Reception but unsatisfactory in two of the three Year 1 classes. Thereafter they are satisfactory overall but

good in some of the classes in Years 4 and 5. Assessment systems are satisfactory and assessment information is used satisfactorily to raise attainment.

Main strengths and weaknesses

- Teaching quality has improved significantly over the past year.
- The most skilled practitioners spend too much of their time on activities other than teaching.
- Teaching quality is consistently good in some classes but too variable in quality elsewhere.
- Some assessment information is used well to help pupils improve, but teachers are not sufficiently accountable for the progress their pupils make.
- Individual education plans have well-focused targets and a good range of activities.

Commentary

Summary of teaching observed during the inspection in 53 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 2 (4%) | 7 (13%) | 21 (40%) | 17 (32%) | 4 (7%) | 1 (2%) | 1 (2%) |

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

12. Teaching and learning are satisfactory overall, but the picture is a significantly more complex one than this overall judgement suggests. Firstly, it is important to demonstrate how far the school has come in a short time. One year ago the local education authority found that a quarter of all lessons were less than satisfactory. In March of this year, following observation of 27 lessons over two days, this proportion had been reduced to 15 per cent. As is evident from the table, it has been reduced further. This properly reflects the time and effort that have been invested in this key area. Senior managers undertake very regular monitoring as a part of this investment and all the reports that follow – but particularly those produced by the deputy headteacher – are perceptive and useful. In addition, seven non-class-based staff have a flexible routine, moving to support colleagues where the need appears greatest and sometimes changing at short notice. Inspectors were able to see five of the seven at work with a class. Their practice was very good overall: two excellent lessons, two very good and three good. However, because their brief is a roving one and because a large proportion of their time is spent out of the classroom in meetings et cetera, the impact of their work on pupils' learning and achievement has been less positive than their practice warrants.
13. Teaching and learning vary from class to class. In Nursery and Reception they are consistently good. As a result, children progress well and make some inroads into the very low standards with which they joined the school. Staff place particular emphasis on children's personal, social and emotional development. As a result, children settle well and behave very well.
14. One quarter of the teaching seen in Years 1 and 2 was very good or excellent. It was lively, exciting for the pupils, demanding on their concentration, and challenging. The teachers had the pupils 'eating out of their hands'; the pupils' behaviour was impeccable and they made very good progress. However, in two of the Year 1 classes, behaviour was unacceptable and the curriculum was too formal. For this reason, the overall quality of teaching and learning through the two years is unsatisfactory. The school is acutely aware of this weakness and is taking steps to address it.
15. Teaching and learning in Years 3 to 6 are satisfactory overall but good in the majority of classes in Years 4 and 5. Where teaching was good or better, the teachers motivated pupils well and classroom behaviour was good. Teachers explained clearly what pupils were to learn by the end of the lesson, matched tasks to the range of ability in the class and used the 'wind-up' session at the end of the lesson very well to assess how much progress had been made. Where weaknesses were apparent, they were not related to pupils' behaviour or to teachers' generic skills. Rather they were the result of specific but unfortunate circumstances. For example, the lack of reliable workstations had a negative impact on one ICT lesson (and on other sessions that were too short for a secure judgement). A physical education lesson was unsatisfactory because, for reasons that included 'no kit', only 11 pupils from a class of 23 took part.
16. The school holds accurate assessment data in reading, writing and mathematics. This is used well to create 'cloud sheets' for pupils and parents: targets written in simple language and

aimed at helping pupils to recognise their attainment and to understand what they next need to learn. It is also used to group pupils and to trigger additional support. End of lesson sessions are used well by teachers to check what has been learned. To date, however, teachers have not been using annual assessment data to look at pupils' progress over the year, or as a means of assessing their own performance. Teachers' marking is, quite rightly, under scrutiny by senior managers as an area needing attention. While satisfactory overall, it is variable in quality.

17. The assessment system for pupils with English as an additional language is in the process of being updated. Currently pupils are assessed on entry to school for their competence in spoken English and thereafter their progress through the National Curriculum in reading and writing is assessed in the same way as for the rest of the pupils in the school. The co-ordinator is aware of the need for regular assessments of spoken language and has appropriate plans in hand to address them. In future, assessments in spoken English will be made each January and July. Individual targets will be set for all pupils in all aspects of English.
18. The school has recently adopted a more inclusive approach to teaching pupils who have English as an additional language. This system is very new and as yet has not had time to impact on the standards pupils achieve. However, in the lessons where additional adult support was provided, this was effective and enabled pupils to take full part and achieve well. In one Year 1 class, the teacher used effective strategies to demonstrate what pupils would be required to do in the lesson. The pupils were keen to take part and this helped to ensure that teaching and learning were successful. Work is not always well enough matched to pupils' needs.
19. Teaching assistants make a good contribution to pupils' learning in class-based lessons, particularly to those pupils with special educational needs. The assistants know the pupils well and this helps to establish very good relationships and a good response to learning. They sometimes play an important role in assessing pupils' performance in lessons. Their contribution is especially productive when teachers' plans include guidance for assistants' contribution to the lesson. Pupils enjoy opportunities to take part in small group work, for example social skills groups, anger management, and the project supported by The Prince's Trust. They understand the purposes of sessions, and this helps their motivation and achievement. Some useful computer programs, such as Successmaker, are available, but they are few in number and their use is very limited.

The curriculum

The overall quality of the curriculum is satisfactory. There are satisfactory opportunities for enrichment. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum and staffing in Nursery and Reception are good.
- The curriculum in Year 1 is not sufficiently relevant to pupils' needs.
- The use of literacy, numeracy and ICT skills across the curriculum requires development.
- Adjustments to the curriculum, in response to data analysis have led to a greater emphasis on writing, speaking and listening and investigative mathematics.
- Creative workshops and lunchtime activities promote the development of a range of skills.

Commentary

20. The curriculum in the Nursery and the Reception classes addresses the needs of the children well. In Years 2 to 6, it is satisfactory but, in Year 1, it is not sufficiently relevant to pupils'

needs. This is because there are insufficient opportunities for them to learn through play and to complete the Early Learning Goals. The school meets all statutory requirements, including provision for religious education and collective worship. Adjustments to the curriculum in response to data analysis have led to a greater focus on guided writing. Teachers are also focusing on speaking and listening as another means of developing writing skills. In an extended numeracy workshop in each class, the emphasis is on investigative mathematics. There is satisfactory provision for PSHE and citizenship and, where appropriate, sex and drugs awareness education.

21. The school is in the process of changing to a topic approach to subjects other than English, mathematics science and ICT. This is in the very early stages of development and teething problems are being addressed.. Some of the planned links between subjects are tenuous and as yet there are no clear structures to ensure that pupils make yearly gains in knowledge, skills and understanding. Nevertheless, conversations with them confirm that they make sound progress. This is not evident in recorded work, as there is so little of it. Overall, literacy, numeracy and ICT skills do not support the curriculum well enough.
22. Individual education plans for pupils with special needs have well-focused targets and a good range of activities. Pupils' achievements are reviewed termly in order to decide priorities for support that take into account pupils who move in or out of the school. Reviews are used well to make decisions about pupils' individual education plans and involvement in small group work. Pupils make good progress with meeting the targets on their individual education plans and in small group work. Their progress is carefully recorded to help plan the next steps for learning. Pupils with a high level of need are included in all activities. For example, a school video shows how a pupil with physical difficulties overcame these to take part in a dance workshop.
23. Pupils learning to speak English and other ethnic minority pupils are generally included equally in lessons, especially when they are working with the additional adults employed to help them to understand their lessons.
24. Curriculum enrichment is satisfactory. There are opportunities after school for pupils to keep fit and to participate in sporting activities, reading, writing, mathematics, art, origami and cooking. Parents are pleased with the range of activities available. Visits to places of educational interest and the contribution of experts from outside agencies enhance the quality of pupils' experiences. During an extended lunchtime each week, teaching assistants work with pupils to develop a range of physical and other skills. During the inspection, activities were related to the fact that it was National Number Day. The school has established weekly, hour-long, mixed-age workshops, which develop pupils' creative, personal and social skills. This well-managed innovation is a positive step towards the school's stated aim to extend creativity through the curriculum.
25. The match of teachers and support staff to the demands of the curriculum is good in the Nursery and the Reception classes and satisfactory in Years 1 to 6. The staff work well together to ensure that there is equality of access and opportunity for all pupils. Accommodation is satisfactory. It is clean and generally well-maintained. Resources are adequate and are used satisfactorily to support the curriculum. The school is fortunate in having an ICT suite. However, the ICT network is unreliable and frequently fails to support teachers' planned learning for pupils.

Care, guidance and support

The procedures for child protection and welfare are good, as are the provisions for pupils' overall health and safety. The procedures for supporting and guiding pupils through monitoring are good, as are those for seeking and acting on pupils' views.

Main strengths and weaknesses

- Child protection procedures are in place and effective.
- The school's provision of support and guidance through monitoring is good.
- Good systems are in place to seek and act on pupils' views of the school.

Commentary

26. Child protection systems and procedures are effective and all staff in the school know the reporting person. The teaching and support staff, who clearly know their children well, provide a high degree of welfare and pastoral support to individual pupils and, as appropriate, to their parents. The school monitors pupils' academic performance and personal development both formally and informally, and the support and advice provided are of a good standard.
27. The school operates a good first aid system for minor accidents. Medical files are kept on all pupils and relevant staff are made aware of any particular allergies or disabilities. Regular fire drills are undertaken and the outcome of each one is recorded. Good risk assessments take place in advance of school trips.
28. Discussions with several Year 5 pupils during the inspection demonstrated a general liking for the school, and those who were members of the school council provided good examples of recent improvements resulting from the council's work. Pupils also confirmed that there have been recent improvements in levels of children's behaviour in the school, although some still had concerns over occasional bullying and the inconsistent way they perceived poor pupil behaviour to be dealt with by teaching and support staff across the school. Their biggest dislikes were in the condition and availability of toilets in the school and in the inconsistent playtime provision for pupils in Years 5 and 6 during inclement weather.
29. Lessons such as PSHE and circle time are used well as an aid to the promotion of the social, moral and personal development of each child. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing, presentation and reward assemblies.
30. The care of pupils who are at the earliest stages of learning English is good overall. There is a behaviour management programme of support for a small group of Afro-Caribbean boys who experience behaviour difficulties. Pupils at the earliest stages of learning English are cared for well when given additional adult help in class. Support is also provided in Years 5 and 6 for those pupils who are no longer at the very early stages of learning English through group work to enhance their literacy skills. At present, there is no support for pupils in Years 3 and 4 who are no longer at the early stages of learning English but who are not yet fully fluent.

Partnership with parents, other schools and the community

Parents' views of the school are good, as are the school's links with parents. The school's links with the local community are good and with other schools are satisfactory.

Main strengths and weaknesses

- The majority of parents like the school and feel that staff are approachable.
- A significant number of parents have concerns over the pupils' behaviour.
- The school utilises the local and wider community well to support the curriculum.
- Support for pupils' families is good.
- Liaison with other agencies and support groups is good.

Commentary

31. The parents' meeting with the inspectors was well attended and a relatively high proportion of parents returned the parental questionnaire. The majority of parents are supportive of the school and they feel that their children are receiving an appropriate education. A significant minority of parents who responded to the questionnaire felt that pupils' attitudes and behaviour were an issue at the school. Many parents felt that the school was approachable with any problems or difficulties.
32. The information provided by the school through the prospectus, annual governors' report to parents and via regular and well-designed newsletters is of a high standard. Annual academic reports to parents are well designed and include significant detail of all aspects of each child's attainment and progress, including attainment levels in the main core subjects. In addition, there are well-constructed targets for each child's further development and a helpful note promoting the importance of regular attendance and punctuality. There are two parents' evenings each year during which parents have the opportunity to discuss their child's progress and these evenings are generally well attended by parents, many of whom take a keen interest in their children's education. In addition, the school also holds a curriculum evening and a target day in November when parents are provided with information about specific areas of their child's development. Parents have not always been consulted on school initiatives but the headteacher is working hard to develop school / home links and parental partnerships.
33. There are close links with the local Family Support Unit that help liaison between home and school. Links with other agencies provide good support to pupils' programmes through assessment, advice or joint work with school staff. The school has secured extra educational psychologist time, and many pupils have well-prepared programmes from the speech and language or occupational therapists.
34. A few parents are occasional visitors to the school and many provide very welcome classroom support and assistance with external visits and occasional residential trips. All parents have been invited to enter into a home / school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and sports days is very good.
35. The school makes good use of the local and wider environment. Recent external visits made by children at the school include a Year 2 history visit to the Freshwater Theatre Company and a Year 6 geography field trip to central London. There is also a wide range of community links such as with Spinnaker, who visit the school regularly to take assemblies. Although school leavers go to a wide variety of schools, positive links are developing with St Martin's in the Fields Secondary Girls School, where some pupils attend booster maths lessons. In addition, students from St Martin's occasionally help out with school functions at Fenstanton as part of their citizenship development.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The governance of the school is good. The leadership and management of the headteacher and senior staff are satisfactory.

Main strengths and weaknesses

- The governors have a good level of involvement in the school.
- The quality of classroom monitoring by some members of the management team is excellent.
- Some leaders have high quality teaching skills that make them very good role models for others.
- The headteacher and key staff share a sense of purpose but the management structure is very complex and their deployment is not always optimised.

- Given the skills of salaried staff, too much use is made of contracted, outside agencies.
- The teaching assistant team leaders have made a very good start to their new role.

Commentary

36. Governors have a good understanding of the strengths and weaknesses of the school and of its priorities for development. They question the headteacher's thinking and rationale in a supportive way, and are knowledgeable enough to engage in meaningful discussion with her and to influence the work of the school. They are aware of the challenges facing the school, particularly in terms of the appointment and retention of skilled staff, and do not shirk difficult decisions. Recent appointments have been astute and well considered.
37. Senior managers are energetic, purposeful, share a common vision and have high aspirations. Without doubt, they are aware of the important issues, including the incidence of less than satisfactory teaching. Their work has done much to reduce the proportion of teaching that is less than satisfactory: they regularly observe class teachers' teaching and complete a useful observation record. These records are of good quality overall and those of the deputy headteacher are particularly insightful. They clearly identify strengths and areas for development that will contribute to raising standards. The senior managers' teaching skills are impressive: often very good or excellent. However, management is of several levels, highly structured, and involves many members of staff, including some teaching assistants. In order to maintain a cohesive structure, there is a considerable network of meetings and these meetings often keep key staff away from the area where they could have most influence over standards – the classroom.
38. Most subject leaders are new to their posts and have made a satisfactory start. Several need further training in subject leadership. The leadership and management of English as an additional language and ethnic minority achievement are satisfactory overall. The co-ordinator has only recently taken on the role. She has put in place some good initiatives but, as yet, these have had insufficient time to have a positive impact on the achievement of these pupils. There is an appropriate plan for improvement. The special educational needs co-ordinator has recently started to visit classes to observe and advise. This is yet to make an impact in those lessons where the quality of teaching is unsatisfactory overall.
39. The teaching assistant team leaders have clear priorities for their management of the work of the teaching assistants. They have a good understanding of approaches that will help them achieve the desired results. For example, arrangements for playground activities are very productive, with activities that are popular with the pupils and that help their physical, personal and social development
40. When a need is recognised, the school will often pay for outside specialists. A good example of the benefits of external expertise is the engagement of a financial consultant to help manage routines, procedures and the budget. She gives a full report to governors each month with clear explanations of specific issues. However, her attendance as a specialist on two mornings each week is expensive when a competent clerk could handle the daily matters between less frequent visits.
41. A comprehensive handbook gives good levels of support and guidance to those who are new to the school. The newly qualified teacher and one who joined the staff as an experienced teacher are both very pleased with the extent of support they have received from management. They, along with other colleagues enjoy direct access to the headteacher and can opt to reserve specific times during her 'open surgery' that is held once a week after school.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|-----------|-------------------------------------|----------|
| Total income | 2,230,088 | Balance from previous year | -151,956 |
| Total expenditure | 2,165,545 | Balance carried forward to the next | -87,413 |
| Expenditure per pupil | 4,140 | | |

42. The deficit has been halved over the latest reporting year and is set to continue to be eradicated. Financial management is good, as are the school's efforts to appoint good quality staff. The use of best value principles is satisfactory. Deployment of key staff is not satisfactory because they spend too little time in direct teaching. This is why value for money is currently unsatisfactory.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is good. Children start in Nursery soon after their third birthday. Many have a very low level of attainment for children of this age. About half the children in the Nursery and Reception classes have English as an additional language and about half of these are at the earliest stages of learning it. This has a marked effect on the standards they attain at the end of the Foundation Stage. Children get a good start to their education in most areas of learning, and achieve well in both the Nursery and Reception classes. At present, while outdoor learning is planned for, it is not as effective as other areas of the curriculum because the area designated for this purpose has not yet been completed. The systems in place to assess children's progress are fairly new and, whilst the day-to-day assessments are good, the system of formal assessment is under review and is not yet used systematically to set longer term targets. Parents are regularly invited in small groups and shown how they can help their children with reading at home. There are appropriate plans afoot to extend this to embrace other aspects of the curriculum. Parents are also invited to help in the classroom with activities such as baking. Children with special educational needs and those who are learning English as an additional language are catered for well and are provided with specific support. The co-ordinator for the education of children in the Nursery and Reception classes is very knowledgeable and has a clear vision for future improvements. However, leadership and management are satisfactory at present because the co-ordinator has not been in post long enough to have any marked effect on the standards children attain.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle into Nursery quickly and happily.
- They achieve very well because teaching is very good and relationships are positive.

Commentary

43. The development of children's personal and social development is given high priority and underpins all the work in the Nursery class. The well-structured induction arrangements do much to ensure that children's first experiences of school are happy ones. There are positive relationships with parents and carers. These are established through home visits prior to children starting Nursery, and systematically built on daily as children are brought and collected. Staff take time to ensure that each adult and child is made to feel welcome, and a very positive atmosphere is created.
44. The very good working relationships between members of staff and volunteer helpers in both the Nursery and Reception classes show children how to relate to each other positively. Very good teaching, which emphasises kindness to one another, and planned activities that require co-operation, result in good social development. Members of staff place strong emphasis on the development of children's self-esteem, confidence and independence. As a result, most children respond well to new challenges. They achieve very well and at the end of the year standards are just short of those expected nationally.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Teaching is good in all classes.
- The Reception class teachers build well on children's prior learning.

Commentary

45. Every day, staff and volunteers work with small groups of children, encouraging them to speak and to develop their vocabulary and understanding. The Nursery teacher assesses children as soon as they start school and ensures that additional help is provided for those with special needs and those for whom English is an additional language. In the Reception classes, good opportunities are provided for children to improve their speaking and listening skills through role-play, stories, poems and rhymes. Effective questioning encourages them to give considered answers and builds on prior learning. Very good examples of this were seen following a range of activities related to the story of 'We're Going on a Bear Hunt'. Very skilled teaching ensured that all children took part and enabled the teacher to assess how much had been learned in the lesson. However, despite consistently good teaching in all aspects of this area of learning, by the end of the Reception year, standards in speaking and listening, reading and writing are well below the level expected.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Good, practical teaching ensures that children achieve well in all classes.

Commentary

46. Mathematics is taught in the practical way that helps young children to learn best. In the Nursery, children have plenty of opportunity to sing number songs and rhymes, to count and to use positional language when playing on the large apparatus in the playground. When cooking, they use mathematical language to solve problems such as 'How many do we need?' This practical approach is continued in the Reception classes. By the end of the year most children can count reliably to ten and are beginning to use mathematics for practical calculations. They experiment with space, shape and measure in a wide range of activities across the curriculum; for example, when pupils are working with sand and water or making models, skilled adults intervene appropriately to help children to use the correct mathematical language. Nevertheless, by the end of the Reception year, most children are well below the level expected.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is good.

Main strengths and weaknesses

- Children are taught well and achieve well.

Commentary

47. In the Nursery, children are encouraged to discuss taste, texture, look and smell when cooking and tasting different types of bread. They study history and consider the changes that have taken place since they were babies. Well-planned topics enable children to learn about the different jobs people do. For example, during the inspection the role-play area was a baker's shop and adults played together with the children to encourage the use of appropriate language and to give an insight into working in a shop.
48. These experiences are built upon in the Reception classes where the children take walks around the school grounds, make simple maps and reproduce the environs of a 'Bear Hunt' using toys. They study the changing seasons and experiment with natural resources such as leaves, sand and water. They learn to use magnifying glasses and to experiment with magnets. They have plenty of opportunities to build models using construction toys or materials such as old boxes. In ICT, they are taught to use the mouse to control the screen cursor when moving images across the screen. However, during the inspection one computer was not working and this limited children's opportunities to practise their skills. In their religious education lessons children are taught about times that are important to their community, such as Christmas, Eid and Diwali. By the end of Reception, children fall well short of the standards expected.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses

- Opportunities for children to develop their muscle control are good.
- Outside play is limited because the new play area has not yet been completed.

Commentary

49. Children in both the Nursery and Reception classes are given plenty of opportunities to use scissors, pencils, crayons, paintbrushes and small construction toys. As a result, both boys and girls develop manipulative skills well when playing with small and large construction equipment. By the end of the Reception class children confidently use staplers, hole-punches, string, paste and glue independently to make pictures and models.
50. The quality of teaching is satisfactory overall. In the Nursery opportunities for outside play are limited to one short period each day. Their experiences are restricted, as the designated outside area is not yet complete. Although Reception class teachers plan some opportunities for learning outside, these do not fully meet the needs of the Foundation Stage curriculum, and outdoor play provision for those classes is unsatisfactory. However, during timetabled lessons in the school hall, children are taught physical education skills well. In these lessons children achieve well and make good progress, but physical exercise does not happen often enough and, as a result, children fall well short of the goals in this area of their learning.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- The quality of teaching and learning is good.

Commentary

51. Children fall well short of the standards expected by the end of the Reception class in most aspects of creative development. In both the Nursery and Reception classes, however, creative development is successfully fostered through a wide range of experiences that enrich children's learning and enhance their spiritual, social and cultural development. Work on display around the classrooms shows that children are given a wide range of appropriate experiences including the use of paint, collage and clay, and designing with natural materials. Children explore how sounds can be made and sing simple songs. Teachers give plenty of time to support role-play to allow children to play co-operatively, develop their imagination and their vocabulary.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory, but with substantial weaknesses.

Main strengths and weaknesses

- Provision for writing is unsatisfactory.
- Elements of leadership are good but there are significant shortfalls.

Commentary

52. Standards in English are well below average from Year 1 to Year 6 but writing is a particularly weak element. Writing standards are very low throughout the school. Pupils' achievement is variable between elements of the subject. In reading, speaking and listening it is satisfactory. In writing it is unsatisfactory. Pupils whose first language is not English and pupils with special educational needs make the same satisfactory progress as their classmates.
53. Pupils generally listen attentively and are happy to contribute their ideas in lessons. The exception is in some Year 1 lessons, where pupils' behaviour is unsatisfactory. Pupils are happy to speak to adults but do so with a limited vocabulary. They tend to give short responses and are often hesitant rather than fluent in their speech because, although they know what they want to say, the exact words elude them.
54. Pupils' ability to read text outstrips their ability to understand what they have read and, in particular, they find it difficult to read beyond the literal. This was particularly well illustrated by a Year 6 class who had been introduced to Robert Frost's poem 'The Road Not Taken'. Even after having had the poem beautifully read to them, very few pupils could take a guess as to its meaning.
55. Writing standards are very low. The major contributory factor is the paucity of pupils' writing experiences. Firstly, in comparison to most schools, pupils at Fenstanton record little work. Most writing is done in English lessons and almost all of the remainder is done in science. Much is on worksheets, in tables or charts or in question and answer exercises. The school does not plan specifically for writing experiences and is not, therefore, aware of what they consist of. Pupils rarely produce a piece of fully independent writing and, when they do, it is of a short length. It is little wonder, therefore that, when assessed, pupils produce work of such low standard.
56. The new co-ordinator has made a satisfactory start to leading the subject. The school has an accurate perception of the level at which each pupil is working and, on the basis of this knowledge, is able to group pupils, set realistic targets for them and provide small group work

such as Early Literacy Skills for those who would benefit most. On the other hand, pupils' writing experiences are not of a quality likely to raise standards.

57. Teaching quality is variable and leads to variation in progress between classes. Of the lessons seen during the inspection, all were at least satisfactory and over two-thirds were better. Teachers ensured that the range of work suited the range of ability in the class and insisted that pupils were on task when working independently. Over time, however, teaching is satisfactory: sound or better in all but two of the three classes in Year 1, where it is unsatisfactory. The biggest single contributory factor is the lack of independence in writing.

Language and literacy across the curriculum

58. As is already evident, the curriculum is not well used to raise standards in English and pupils' limited reading and writing skills make a meagre contribution to their achievement and attainment in other subjects. In particular, pupils' writing diet is significantly imbalanced.

MATHEMATICS

Provision in mathematics is satisfactory, but with weaknesses.

Main strengths and weaknesses

- Pupils have personal targets that are shared with parents.
- Recently there has been a greater emphasis on investigative mathematics.
- Achievement in Year 1 is unsatisfactory.
- Pupils have too few opportunities to use and apply their mathematical skills in other subjects.

Commentary

59. Pupils enter Year 1 with standards that are well below average and they remain that way throughout the school. Achievement in Years 1 is unsatisfactory, due to the fact that the curriculum is too formal too soon, and pupils' attitudes and behaviour are unsatisfactory, as is teaching. Achievement in Years 2 to 6 is satisfactory. It is affected by pupils' high level of mobility and the fact that too little teaching is good or better.
60. The school has put a number of initiatives in place to try to raise standards. Pupils in Years 2 and 6 are taught in small target groups, enabling them to have more focused support. The emphasis on improving mental and oral work is proving beneficial, as is the extended weekly session on using and applying mathematical knowledge. Pupils in Years 3 to 6 are making progress in their ability to select an appropriate strategy to solve simple word problems; some pupils are now ready to be given more open-ended opportunities to apply their skills in problem-solving and investigative work. A local high school provides valuable booster classes for 24 Year 6 pupils who are currently achieving at Level 3, in order to help them to reach Level 4 in the 2005 national tests. The school provides similar support for other groups of pupils. Of particular merit is the practice of setting personal targets for pupils and the use of assessment sheets that enable them to know what National Curriculum level they have reached and what they need to do to achieve the next level. The school involves parents in their children's learning, through an annual Family Target Day, where teachers talk to parents whose children are working towards the same National Curriculum level. The popularity of this is evident from the 90 per cent attendance.
61. The overall quality of teaching and learning is unsatisfactory in Year 1 and satisfactory in Years 2 to 6. During the inspection, it ranged from unsatisfactory to very good. Teachers plan well in Years 2 to 6, taking account of the needs of all groups of pupils, and there is a good level of challenge in most classes. This is not the case in Year 1 where pupils are not sufficiently engaged in their work. As a result, their acquisition of knowledge, skills and understanding and the work that they produce are unsatisfactory. Where teaching is good or

very good, pupils' interest is engaged and success is encouraged through the effective use of questions and the provision for pupils to demonstrate methods and reasoning and explore reasons for any wrong answer. Teaching assistants make a sound contribution to the achievement of pupils with special educational needs. Assessment procedures are satisfactory but the action taken, following the monitoring of performance data, is insufficient.

62. Leadership and management are satisfactory. The experienced subject leader is a very good role model for staff and pupils. She has a clear vision for future development, and the capacity to influence standards positively. There is the potential for more rapid improvement if her own skills and those of other senior staff are used more in the classroom.

Mathematics across the curriculum

63. There are some good examples of the use of mathematical skills to present information in graphical form, in Year 6. However, there is room for improvement in the extent to which pupils of all abilities have regular opportunities to apply their mathematical skills across the curriculum.

SCIENCE

Provision for science is satisfactory.

Main strengths and weaknesses

- The subject leader gives good levels of support to her colleagues.
- Pupils do not have sufficient opportunities to develop their investigatory skills.
- Planning is not systematic and is erratic in its coverage.

Commentary

64. Standards in Years 2 and 6 are well below average. Achievement is satisfactory overall in view of the high number of pupils joining the school throughout all year groups. These pupils often have English as an additional language, which has a significant impact on progress in using scientific vocabulary and understanding related concepts. Pupils with special educational needs achieve satisfactorily.
65. Teaching is satisfactory. During the inspection it ranged from excellent to very poor. It was best in Year 5 when the headteacher taught an exemplary lesson on the effects of exercise on the heart and pulse rate. All pupils were given the opportunity to contribute their ideas for carrying out a high quality investigation. It was good in Year 4 because the pace was brisk and the session at the end of the lesson was used very well to provide the teacher with a clear understanding of how much the pupils had learned. In some lessons, teachers did not allow pupils the time and opportunity to devise both a question and their own method for answering it. Resources are often set out, and the method prescribed. The outcome of this style of teaching is that pupils follow a procedure rather than work together to think about, plan and carry out a true investigation. This does not develop independence in their learning and it is inappropriate use of science resources.
66. Planning in science was aligned to a scheme from the Qualifications and Curriculum Agency. More recently, this has been discontinued in order that science might follow the school's theme-based teaching of the afternoon curriculum. When science leads or supports a topic, teachers need to plan afresh from the National Curriculum. In Years 4 and 6, this is leading to duplication in the topics studied, particularly food chains and interdependence. Some is not well matched to pupils' existing knowledge and understanding. For example, work on carbon dioxide and photosynthesis, and using anatomical names for the chambers of the heart is

inappropriate, especially given the overall standards in the subject and the high proportion of pupils for whom English is an additional language.

67. Leadership of the subject is satisfactory. The subject leader is new to her post but she is already aware of the need to raise standards, especially in investigation. She has started to support her colleagues by using some of her management time to model good practice so that class teachers will adopt appropriate methods when planning investigatory science. The time allocated to science has recently been increased in order to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

68. There was too little evidence to support a judgement on overall provision. Discussions were held with pupils and previous work was examined. From this evidence, it is clear that standards in Years 2 and 6 are below expectations. Pupils talk about a satisfactory range of applications, such as spreadsheets, that they have used throughout school. Pupils have a clear understanding of the potential to automate calculations through the use of formulae. They each have e-mail accounts and use the Internet to research information for their topics. In Year 5, pupils attempted to create a record structure, with discrete fields, in order to prepare a database on Greek gods and goddesses. Unfortunately, the program failed to run on many of the workstations. In Year 2, pupils learn how to issue commands to a floor robot to control its movement. Older pupils prepare sequences of commands to control a screen-based 'turtle', creating geometric shapes and patterns. More interactive whiteboards are being installed in classes and an advanced skills teacher from another school has provided training in their use.
69. There is no leader for ICT, and this has been the case for several months. The unreliability of the network regularly limits the numbers of pupils who can achieve the objectives in individual lessons, despite the employment of outside expertise. This ultimately affects pupils' achievements in lessons and over time. Indeed, the failure of workstations in lessons limited inspection of the subject. Clearly the unreliability of the network is a key issue for the school to address, but this is in hand because the headteacher is already aware that the arrangements she put in place just a few months ago are unsatisfactory.

Information and communication technology across the curriculum

70. There is little evidence of ICT being used across the curriculum, but it did enhance the teaching and learning in a Year 5 mathematics lesson. The teacher used it effectively to demonstrate the effects on place value of multiplying by 10s and 100s.

HUMANITIES

Geography and history were sampled only.

71. No lessons of geography were seen during the inspection. Across classes there is limited and variable evidence of work in books and displays. In some classes there is little or no recorded work, and the subject, therefore, is not doing what it should to support the development of pupils' literacy skills. However, work on the environment in Year 4 is good. The work is well planned and effective teaching gains pupils' interest. Pupils are keen to discuss causes of endangerment and suggest ways of avoiding exploitation of animals and their environments.
72. There is a clear overview for work in the subject but plans do not yet show in detail how the subject will be fully incorporated into recent curriculum developments. They do not give detailed guidance about how pupils' geographical knowledge and skills can be best developed while supporting work in other subjects.
73. Two history lessons were observed. In a Year 1 lesson, which focused on where pupils live; for example, in a flat in Brixton, or a house in Camberwell, there was no historical input.

Learning was minimal, because of the uncontrolled behaviour of the majority of pupils, who showed no interest in the lesson. The stated objective of the second lesson, timetabled as history / art in Year 5 was 'to investigate the modern Olympic Games'. The lesson was well taught and pupils considered the significance of the Olympic flag, torch, creed and oath and made links with the modern games. Pupils' written work is descriptive; there is no attempt to develop literacy skills through non-narrative writing, eyewitness accounts, diaries or dialogue. No references to time-lines were found and there was little use of ICT. Assessment is satisfactory, but does not focus on the progressive development of skills. On paper, the curriculum appears satisfactory. There is a satisfactory level of visits and visitors. The subject co-ordinator recently took on the role and is aware of what needs to be done.

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses

- Planned links with PSHE, citizenship and collective worship, have a positive impact on standards.
- Pupils are not encouraged to do any written work.

Commentary

74. Standards in Year 2 and Year 6 are below those expected in the Lambeth Agreed Syllabus. This judgement is made on the basis of planning, two lessons observed, and discussions with pupils in Years 5 and 6. Achievement is satisfactory in both Year 2 and Year 6, in relation to pupils' prior attainment. Pupils in Year 2 have a developing knowledge of Christianity and Islam. They have an understanding of right and wrong and the importance of friendship and relationships. Pupils in Year 6 have an understanding of the origin and role of the Christian Church and a developing knowledge of Judaism, Hinduism, Islam, Buddhism and Sikhism.
75. During the inspection, pupils in Year 5 used role-play to express concern for other people and talked about how expressing concern is an important part of friendship. In a lesson in Year 1, a senior teacher taking the lesson made excellent use of her voice and visual aids to engage the interest of an unruly group of pupils and help them to understand that feelings can change. A group of Year 6 pupils, in discussion, recalled the different religions that they have studied each year, referring to the festivals, beliefs and significance of food and clothing. They described the videos that they had watched and what they had learnt from visiting speakers. In particular, they enjoy the visits of a Christian group, called Spinnaker, on alternate Fridays. They recalled many stories from the Old and New Testaments that they have listened to and acted out and say that they feel there are more similarities than differences between the major world religions.
76. Teaching is satisfactory, overall, and leads to satisfactory learning although, in the two lessons seen, it varied from good to excellent. Equality of opportunity is promoted well in Years 3 to 6. Leadership and management are satisfactory. The subject leader is new to the role. She is aware of the need to ensure that religious education is taught and assessed in its own right, in accordance with the local Agreed Syllabus. She is keen to develop written work and the use of ICT. Pupils currently visit the local church and the subject leader is establishing links with local religious leaders. In order to raise standards, it is essential that she has the opportunity to carry out monitoring, review progress and to take effective action.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music were sampled.

77. Art and design is sometimes used to illustrate work in other subjects but in these instances the development of pupils' art skills is not evident. However, silhouette pictures of night-time rooftop landscapes by Year 2 pupils were of good quality and a successful stimulus for their writing. Older pupils making Christmas glass-effect mobiles in a creative workshop skilfully selected colours to fill in their template. They went beyond their brief and added patterns of their own design, showing an interest in creativity that was not exploited elsewhere. Throughout the school there is not enough use of sketchbooks for pupils to practise and develop their skills.

78. The amount of work produced varies considerably across classes. Pupils in Years 1 and 2 enjoyed selecting fabrics and paper according to whether the colours were 'hot' or 'cold'. They were interested and most were quick to understand, but a few found the ideas difficult to grasp. Some pupils had little dexterity when making a picture based on either 'hot' or 'cold' colours. A few struggled to work out how they could make patterns with very small pieces of pre-cut card, while maintaining their overall plan. All were helped by the teacher's demonstration of the technique of 'taking the pencil for a walk' to build the shapes for their patterns.
79. Work in books and on display shows that pupils are given few opportunities to try a range of techniques, select tools and materials, and use mixed media. Stimuli for pupils' own art through pictures, displays, materials and objects are rarely found around the school, although there were good examples in Years 1 and 4. In Year 1 the materials supported the production of aboriginal dot paintings. There is good awareness of the developments that are needed and further resources are on order.
80. In design and technology, the amount of work produced is limited and varies considerably across classes. A good example was seen in Year 4 where pupils prepared to make food chain mobiles of different styles. Ideas were effectively demonstrated and pupils responded enthusiastically. Year 4 pupils have produced well-made musical instruments and some made choices about materials in order to make the sounding board of the instruments. Discussion about the sounds made by the instruments and by natural sources inspired some good ideas for creative writing. However, pupils generally follow the teacher's design rather than develop their own design brief. This limits their opportunities to make choices of tools and materials.
81. Year 6 pupils were keen to choose a method for making parts for their moving toy. The topic is appropriately linked to their work on Victorians, though the connection could be more excitingly demonstrated, if resources to do this were made available.
82. There is a clear overview for the curriculum but there is more emphasis on making a given design than on the processes of preparing and reviewing it. Work is insufficiently monitored.
83. Very little evidence of music was available. No lessons were seen, apart from two optional singing groups during the Wednesday afternoon workshop activities. In the older of these groups, the music, played on CD, was far too challenging for pupils' current level of singing skills. No attention was paid to posture and breathing as they sat on the carpet. There was no identification of, or focused work on, difficult parts of the song. Repeated 'sing-throughs' did not correct a problem or develop pupils' singing skills. Specialist groups, such as an African drumming group, carry out workshops for pupils. A visiting singing specialist has worked with specific year groups, raising singing skills and putting on a performance. Older pupils went to an orchestral concert in the city. They talked enthusiastically about the different styles of music and what aspects they particularly enjoyed. When they talk about music lessons, they do not recall using tuned instruments in composing patterns and melodic phrases.
84. The subject leader is new to her post and is aware of the need to raise the subject's profile in school. She recognises the need to undertake training for her role and to identify appropriate training for class teachers. At present, there is no scheme of work for teachers to follow. The adoption of a suitable scheme is another of the leader's aims. The development of music is a priority in the current school improvement plan and limited funding has been set aside.

PHYSICAL EDUCATION

The provision for physical education is satisfactory.

Main strengths and weaknesses

- Some pupils miss lessons because they do not have the correct kit or because they are badly behaved.
- Some over-direction in lessons inhibits pupils' working independently and extending their skills.
- The co-ordinator is new to the role but has very good subject knowledge.
- Some specialist teaching enhances the curriculum.

Commentary

85. Standards in Years 2 and 6 are below those expected nationally, because the quality of teaching varies from class to class. Some pupils miss lessons from time to time because they do not have the correct clothing or because they disrupt lessons by bad behaviour. This has an adverse effect on the standards they attain. The school undertakes all elements of the physical education curriculum. However, at present there is no one scheme in place to ensure a systematic development of skills. Also, the lack of whole school assessment procedures inhibits the systematic teaching of skills.
86. In the lessons seen the overall quality of teaching was satisfactory, but varied from very good to unsatisfactory. Where teaching was less than satisfactory the teachers had poor subject knowledge, lacked confidence and provided a low level of challenge. In the better lessons, teachers ensured that pupils knew exactly what was expected of them before the lesson started and made effective use of questioning and intervention. In a very good games lesson involving pupils from Year 3 and 4 both the teacher and the classroom assistant had very good relationships with the pupils and high expectations of them. The skills of basketball had been built up systematically each week and there was a good pace to the lesson.
87. The poor behaviour of some pupils sometimes results in their missing lessons completely. In other lessons, in order to ensure an acceptable level of behaviour, there is an over-directive style of teaching, which inhibits pupils' working independently or collaboratively during lessons. In most lessons, the teachers were dressed appropriately, and showed enthusiasm for the subject. This set a good example for the pupils. In another lesson the teacher was not dressed appropriately.
88. Visiting specialists have a marked positive effect on pupils' enthusiasm and the standards they attain across the curriculum. During the inspection, an African dancer was seen teaching the last in a series of six lessons. His charismatic style and enthusiasm were infectious. All pupils in the class took part; there was no bad behaviour and the pupils had been inspired to produce illustrated written work as a result of this experience.
89. Leadership and management of the subject are satisfactory. The co-ordinator has only just taken over the role but is knowledgeable, enthusiastic and well able to lead staff to make improvements needed to the subject. She has already given some demonstration lessons and organised some staff training. There is an appropriate action plan for improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Provision is good and is delivered across the curriculum and through dedicated PSHE lessons, which may also include circle time. There is also a developing link to the 'Second Steps' provision which is promoted by the local education authority and in which children have the opportunity to explore such aspects as feelings, empathy and relationships. This is a relatively

new initiative and staff clearly feel its development and associated provisions such as 'Second Steps' are already having a positive impact on pupils' attitudes and behaviour. There is also a further link to the school policy on inclusion, which brings together both internal and external expertise to ensure that all children have equality of access to the school's provisions. A good example of the school inclusion policy in practice was seen in a Year 5 outdoor physical education lesson in which a wheelchair-bound girl was made to feel very much part of the lesson. The school is clearly working hard to develop and fully implement its policies on PSHE and inclusion with a view to ensuring that all pupils have access to support and advice in relation to their personal development and self-esteem.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|---|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 8 |
| Value for money provided by the school | 5 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities (ethos) | 4 |
| Attendance | 6 |
| Attitudes | 4 |
| Behaviour, including the extent of exclusions | 4 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 4 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 4 |
| The leadership and management of the school | 4 |
| The governance of the school | 3 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

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