

INSPECTION REPORT

SIR JAMES BARRIE PRIMARY SCHOOL

Battersea, London

LEA area: London Borough of Wandsworth

Unique reference number: 101000

Headteacher: Mrs R Durbin

Lead inspector: Mr Christopher Gray

Dates of inspection: 6 – 8 December 2004

Inspection number: 269865

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	428
School address:	Condell Road Battersea London
Postcode:	SW8 4JB
Telephone number:	020 7622 5087
Fax number:	020 7720 6659
Appropriate authority:	The governing body
Name of chair of governors:	Mr W McDonald
Date of previous inspection:	6 December 1999

CHARACTERISTICS OF THE SCHOOL

The school is larger than most primary schools and serves an area that suffers considerable deprivation. Children's attainment on entry is well below average. The school experiences a big turnover in its pupils, with above average numbers joining or leaving at times other than the usual ones. Another barrier to the school's work is the difficulty it experiences in the recruitment and retention of teaching staff. In recent years, many pupils have experienced changes of teacher in the course of a single year, which has often led to a disruption in their learning. This problem was overcome last year, though nine teachers left in July, for personal and career reasons. The staffing for the current year is stable.

The proportion of pupils on the special educational needs register is well above average though the proportion with statements is average; pupils' needs include specific and moderate learning difficulties, social, emotional or behavioural problems; speech, communication or hearing impairment and autism. The percentage of pupils from ethnic minorities is much higher than is found in most schools nationally, as is the proportion at the early stages of learning English. Every category of nationality in the census is represented, black children being the largest group.

The school is a Beacon school and holds the following awards: the Charter Mark (2002), Investors in People (2004), the Basic Skills Mark (2002), the ActiveMark (2002) and Healthy Schools (2003).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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10329	Brian Sampson	Lay inspector	
23054	Graham Johnson	Team inspector	Special educational needs English Geography History
23482	Diana Mackie	Team inspector	Science Art Design and technology Physical education
32136	Lesley Brooks	Team inspector	English is an additional language Foundation Stage Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which gives good value for money. Academic standards are not high but pupils achieve well. They start school with skills that are well below average, especially in language and personal development. As each year group moves through the school, its make up changes by about one-third. Many children join the school who either speak little English, or who are asylum seekers or occasionally who have been excluded from other schools because of poor behaviour. Despite this, pupils' personal standards, such as behaviour and social responsibility, are very good. The school is a secure, happy community and provides stability in many pupils' lives. The quality of teaching is good overall and the school's management is good.

The school's main strengths and weaknesses are:

- Pupils' personal qualities are very good because the school works very effectively to develop them
- The school provides very well for pupils whose first language is not English
- Pupils with special educational needs receive good support
- Teachers should expect more of higher attaining pupils in mathematics and English in Years 3 to 6
- The school is introducing new systems for assessing pupils' attainment but needs to ensure that these are used consistently to focus on what pupils need to learn next
- The curriculum is good and well enriched by visits and extra-curricular activities
- Very good care and welfare are offered to pupils
- The partnership with parents and the community is good
- The senior management team needs to devolve more of its work to other key staff

Improvement since the last inspection has been satisfactory. The school dealt well with the key issues of the last report - teachers were given training to improve their teaching in physical education, better use is now made of assessment data in the Foundation Stage and the provision for pupils with English as an additional language is now a strength of the school. In addition, the profile of teaching is higher than at the last inspection, with no unsatisfactory teaching. Standards fell sharply in the interim because of staffing difficulties beyond the school's control, but are now improving.

STANDARDS ACHIEVED

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

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; because pupil mobility is high, the usual comparison with schools whose pupils attained similarly at the end of Year 2 is unreliable.

Pupils achieve well overall. The table above shows that standards in the Year 6 tests for last summer were low in comparison with all schools but were better when compared with similar schools. Standards began to rise in 2003/4 and continue to rise, though the overall grades in the

above table mask this. Current standards by Year 6 are below average in English and mathematics and average in science. Standards are rising because staffing is now much more stable and because senior managers are working effectively to achieve good teaching throughout the school, enabling pupils to achieve well. Pupils for whom English is an additional language or who have

special educational needs achieve equally well, as do pupils of both sexes and from all ethnic groups. There are few higher attaining pupils in each class, but teachers need to give them challenging work more frequently in Years 3 to 6 in English and mathematics.

Standards in Year 2 are average in reading and writing and below average in mathematics. Children in the Foundation Stage achieve well; they improve the skills with which they begin school, but are likely still to be well below expectations in language, mathematics, knowledge and understanding of the world and creative development by the time they enter Year 1. Their physical development is on course to be below average. They make very good progress in personal development and are set to attain the goals children are expected to reach by the end of reception.

Standards in pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. This is pupils' greatest achievement. Many pupils come to school at all ages with poor attitudes to learning, but the school's calm and well-ordered atmosphere of trust and concern enables them to acquire very good attitudes and to behave very well. Their attendance is satisfactory, though marred by the number of long overseas trips which a few families make.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are good in all three stages of the school. Teaching is also good for pupils for whom English is an additional language and for those with special educational needs. Teachers, learning mentors and assistants are adept at managing pupils' behaviour in a calm and positive way and this is the foundation of pupils' good learning. Teachers also have high expectations of the amount of work pupils can do and how carefully they should present it, and most pupils live up to these expectations. Teachers could have higher expectations of the standards which higher attaining pupils can achieve in English and mathematics in Years 3 to 6. The curriculum is varied, interesting and relevant to pupils' experiences and backgrounds. Extra-curricular activities are good, especially in sport. The care and welfare given to pupils are very good. The partnership with parents is good. Links between the school and the community are good as are those with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher gives good, committed leadership. She is very well supported by the deputy headteacher and special needs co-ordinator. Together, they form a strong leadership team that successfully motivates an enthusiastic, hard-working staff. The senior management team functions well as a unit, but its responsibilities need to be more widely delegated once new staff are trained or appointed. Governance is satisfactory; there is a small core of long-standing governors who are highly committed to the continued success of the school, but the governing body has also experienced considerable turnover of members. Governors fulfil all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and are confident that their children like school and are secure and well cared for when there. Pupils are proud of their school and make a good contribution to its success, not only in their behaviour but in the way they take seriously their responsibilities - such as membership of the school council.

IMPROVEMENTS NEEDED

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

- Raise teachers' expectations of the achievement of higher attaining pupils in English and mathematics in Years 3 to 6
- Ensure that teachers use effectively the new systems of assessment in planning appropriate work for their pupils
- Enable co-ordinators to be more involved in the evaluation and development of their subjects

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well in the Foundation Stage and in Years 1 to 6. By Year 6, pupils' attainment is below average in English and mathematics and average in science.

Main strengths and weaknesses

- Standards in art exceed expectations in Years 2 and 6
- Most pupils of all backgrounds and abilities achieve well overall throughout the school
- The few higher attaining pupils in Years 3 to 6 could achieve more in English and mathematics

Commentary

1. Foundation Stage children enter the school with well below average skills, especially in language and personal development. They make good progress, but most are likely still to be well below expectations in language, mathematics, knowledge and understanding of the world and creative development by the time they enter Year 1; their physical development is on course to be below average. They make very good progress in personal development and are set to reach expected levels when they leave the Foundation Stage.
2. In the 2004 national tests at the end of Year 2, the average point scores (where pupils' attainment at all levels is taken into account - as in the table below) were below the average for all schools in reading and writing - though an above average proportion of pupils attained the higher level (Level 3) in writing - and well below average in mathematics. Compared with similar schools (those with similar proportions of free school meals), these results were above average in reading and writing and average in mathematics.

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

Standards in:	School results	National results
reading	15.0 (16.1)	15.8 (15.7)
writing	13.8 (15.1)	14.6 (14.6)
mathematics	15.1 (15.9)	16.2 (16.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

3. The five-year trend is below the national trend overall. This is because results were unusually high in 2002, though the school's records show that these results were not a true picture of the actual attainment of those pupils, many of whom are now in Year 4. The school has recently carried out much development of teachers' skills of assessing the standards of pupils' work in Years 1 and 2, and current teachers' assessments are seen to represent a much more accurate evaluation of standards.
4. The inspection finds that current standards in Year 2 in reading, writing and science are average and those in mathematics below average. Standards in ICT and religious education meet expectations and those in art exceed them. This represents good achievement overall from low starting points on entry to Year 1. Standards are improving as a result of senior management's work to achieve greater stability and consistency in teaching.

5. At the end of Year 6 in 2004, pupils' average point scores in the National Curriculum tests (as in the table below) were well below the average for all schools in English and mathematics and below average in science. Compared with the results of similar schools (those with similar proportions of free school meals), these scores were below average in English, average in mathematics and above average in science. A comparison with schools with similar prior attainment in 2000, (when the pupils were aged seven) is unreliable because of the high mobility of pupils. New admissions to the school were frequently of children of low attainment, or with little English, or with poor attitudes to learning - or a combination of these difficulties.

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

Standards in:	School results	National results
English	24.5 (24.8)	26.9 (26.8)
mathematics	25.6 (23.9)	27.0 (26.8)
science	27.9 (26.6)	28.6 (28.6)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

6. The five-year trend is below the national trend. Results were at higher levels in 2001, but fell sharply afterwards because the school experienced large amounts of staff turnover and temporary appointments led to a decline in pupils' learning in Years 3 to 6. Staffing is now more stable; expected results for 2005 show a further improvement on those of 2004.
7. Current standards are below average in English and mathematics and average in science. Standards are rising because staffing is now much more stable and because senior managers are working hard to achieve good consistency in teachers' expertise. Standards in art exceed expectations and those in ICT and religious education are in line. This represents good overall achievement in Years 3 to 6.
8. Pupils come from every ethnic background which the census form records. The largest group is black. The school analyses the progress made by each group and records show that there are no significant differences in the progress made by each group. The same is true of boys compared with girls. Pupils of all ability levels mostly make similar progress, though higher attaining pupils could reach higher levels in English and mathematics if teachers gave them more challenging work more often. The school has recently developed its work with gifted and talented pupils, though it is too soon to judge the impact of the provision.
9. Pupils for whom English is an additional language are well supported by an efficient and well-qualified team, who plan well for their pupils and support them effectively in class. The intensive focus means that these pupils achieve as well as their peers.
10. Pupils with special educational needs achieve well in relation to their individual education plans. Support assistants and learning mentors work hard to make sure that the pupils understand the content of lessons and help (where necessary) with their attitudes, to give them every chance of making progress. Class teachers set appropriately matched work to enable them to achieve at similar rates to other pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal qualities are very good, including their spiritual, moral, social and cultural development. Attendance is satisfactory.

Main strengths and weaknesses

- The school's promotion of good relationships and racial harmony is excellent and results in pupils' excellent appreciation of their own and other cultures
- Pupils' desire to learn is very good
- Pupils' self-knowledge and spiritual awareness are very well developed

Commentary

11. Pupils have very good attitudes to learning. They are very interested in whatever they are doing and their willingness to take responsibility is also very good. Many pupils join the school with low confidence and self-esteem. However, the very good way that the school stimulates in them a desire to learn means that most become confident and mature. The effective and conscientious school council meets regularly and is currently trying to organise the football team and arrange for the installation of a water fountain. Findings are similar to those of the last inspection.
12. The school has very high expectations of pupils' conduct and their behaviour is very good. However, where lessons are less dynamic behaviour can sometimes taper off. The school's excellent promotion of good relationships and racial harmony ensures that there is no bullying in the school and the pupils' relationships with other pupils and staff are very good. The pupils are clear and confident of how to report potential bullying incidents and staff are adept at 'nipping things in the bud'.
13. Pupils' self-knowledge and spiritual awareness are very well developed. Their respect for the feelings, values and beliefs of others and the principles that enable them to distinguish right from wrong are all very good. Pupils understand and act on the responsibilities of living in a community. There is a thought for the day, usually originating in assembly, during reflection and prayer. Pupils are keen to win the Endeavour Cup for individual acts. They are polite and proud of their school and no evidence of graffiti, rubbish or vandalism was seen. The school insists that valuable items can be left around without any pilfering and it was gratifying to see tablecloths and flowers on the pupils' lunch tables - part of normal procedure and not just for the inspection.
14. The school does everything that it can to develop its local culture. Many parents come in and help run ethnic workshops involving clothes, food, hair braiding, language, patterns and religion. The children celebrate Chinese New Year, Christmas, Divali, Easter, Eid, Harvest and Ramadan, for which the school supplies a specific room. During the summer a week-long, mixed carnival takes place in the playground. In addition, the school encourages the very popular sports of cricket and football.

Attendance

Attendance is satisfactory though rates are below the national average. However, absences are not caused by anxiety about or indifference to school but rather by extended holidays abroad during term time, which the school works hard to discourage. The school has good procedures and works hard to improve the figures, though it receives no support for those pupils who live in London boroughs other than Wandsworth. Punctuality is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6

Unauthorised absence	
School data	1.2

National data	5.1
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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	56	1	0
White – Irish	1	0	0
White – any other White background	26	0	0
Mixed – White and Black Caribbean	18	0	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – Bangladeshi	10	0	0
Asian or Asian British – any other Asian background	11	0	0
Black or Black British – Caribbean	58	0	0
Black or Black British – African	99	2	0
Black or Black British – any other Black background	10	0	0
Chinese	2	0	0
Any other ethnic group	18	0	0
No ethnic group recorded	0	0	0

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

Exclusions

Exclusions are not common. There were three short-term exclusions in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good. Teaching and learning are good. The school provides a good curriculum which is well enriched by visits and extra-curricular activities. The care, guidance and welfare given to pupils are very good. The partnership with parents is good. Links between the school and the community and those with other schools and colleges are good.

Teaching and learning

Teaching and learning are good in all three stages of the school. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers, learning mentors and assistants are adept at managing pupils' behaviour in a calm and positive way
- Pupils respond well to teachers' high expectations of amounts and neatness of work and so learn well
- Learning mentors and teaching assistants give valuable support to pupils and teachers
- Higher attaining pupils in Years 3 to 6 could receive more challenge in English and mathematics work
- New assessment practices have been introduced but have not yet had chance to have had an impact

Commentary

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13 (23%)	24 (43%)	19 (34%)	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.

15. The greatest strength of the teaching is one which is perhaps the most vital for this school, and that is teachers' ability to manage all pupils' behaviour in a calm and highly successful way. Learning mentors and teachers' assistants are equally skilled. Most classes have several pupils with individual education plans for behaviour, yet a good learning ethos is created in virtually every lesson. The school is well known for accepting pupils excluded from other schools, but these children quickly settle down and are not conspicuous. It was very gratifying to witness one pupil, whose behaviour had so much improved that he was no longer on a support programme, being rewarded in assembly. This is because adults as well as the pupils themselves work together successfully to form very good relationships, which are the foundation of pupils' good learning. These relationships between adults and children also underpin the school's very effective provision of equal opportunities for all groups of pupils.
16. Learning is also good because pupils apply themselves well. Teachers have high expectations not only of pupils' behaviour but of the amount of work they can do and how carefully they should present it. For example, the work in pupils' mathematics books is well set out by children of all ability ranges, from the infants on. Marking is well used by most teachers, and the combination of care in the work and accuracy in the marking enables pupils to learn from their mistakes and recognise their successes. Marking is particularly strong in Years 1 and 2; in Years 3 to 6, not all marking is equally effective.
17. Learning mentors and teaching assistants make an important contribution to pupils' learning, especially for pupils with special educational needs and those for whom English is an additional language. Pupils form very good relationships with them and this reinforces pupils' self-confidence. There are times when teachers lose their assistants because they have additional duties as lunch-time assistants and this occasionally affects the learning of the group which loses the support. These duties also reduce the amount of time available for teachers and helpers to plan together.
18. Teaching is at least good in all areas of learning in the nursery and reception, and very good for children's personal development. Good quality planning and satisfactory assessment systems contribute to the effectiveness of these early years of education.

19. Teachers and their assistants offer good support to the large number of pupils with special needs. Support staff are well trained, and some use well practised techniques to focus pupils' attention before they ask questions or give information. Pupils' particular learning needs are well understood; teachers adapt well the tasks they set, and support staff adjust their questioning or explanations thoughtfully to facilitate pupils' understanding. Procedures for assessing special needs are generally good. The co-ordinator and teaching staff have a good understanding of pupils' particular difficulties and of their rate of achievement because their progress is thoroughly tracked. Teaching assistants monitor learning well, but their time could be more productively used during class teaching sessions to evaluate pupils' responses to questioning. Individual education plans contain realistic, achievable targets that are frequently reviewed to meet pupils' changing needs; however, some need sharper definition so that teachers are clearer about when they have been achieved. Assessment of pupils for whom English is an additional language is thorough and used well.
20. The teaching of pupils for whom English is an additional language is good. The school has a team of three qualified and experienced teachers, who form an effective team. They plan well for their pupils and support them effectively in class. They often share introductions or final sessions of lessons with class teachers, and this is effective because it increases the pupils' sense of belonging to the whole class. Teaching is of a consistently good standard and ensures that pupils' learning is equally successful.
21. There are not many higher attaining pupils in each class. Teachers group pupils of similar ability in many lessons, especially in English and mathematics. However, in these two subjects in Years 3 to 6, there are times when higher attaining pupils could begin more challenging aspects of a topic sooner than they do.
22. Systems to assess, track and analyse pupils' attainment and progress have just been introduced and have yet to be established consistently in all classes and subjects. This means that teachers do not always have the necessary information of pupils' prior attainment to plan for their next steps. Staff have access to a satisfactory range of information from day-to-day assessment with which to adapt their planning. Individual targets are set for all pupils in the core subjects of mathematics, science and English and are used well to show pupils how to improve. Assessment in foundation subjects generally takes the form of matching achievement against the learning objectives of each unit of study, which gives a satisfactory overview of learning.

The curriculum

Curricular provision is good. It is well enriched with interesting and stimulating activities and is well resourced. Staffing, accommodation and resources are good overall.

Main strengths and weaknesses

- There is a very good range of extra-curricular activities, particularly in sport
- Provision is very good for pupils' personal, social and health education (PSHE)
- Provision for pupils with special educational needs is good, and it is very good for pupils whose first language is not English
- Provision for more able pupils is not planned effectively in all subjects
- Cross-curricular links and special events make learning more relevant for pupils
- Frequent changes in the teaching force have created a constant challenge for the school in maintaining good curricular provision for the pupils

Commentary

23. The curriculum meets statutory requirements. There is sufficient rigour in the school's cross-curricular approach to ensure that all pupils receive their entitlement to the curriculum for the Foundation Stage, the National Curriculum, religious education and collective worship. Since the last inspection, there have been improvements in the curriculum for children in the nursery and reception classes. Resources and accommodation are good. They have been well enhanced, especially for ICT and the Foundation Stage.
24. Pupils with special needs receive a broad, interesting curriculum similar to that of other pupils. A few pupils are withdrawn from lessons for specialised help that focuses closely on particular learning difficulties. This reflects the fact that teachers know their pupils well and adjust the organisation of the curriculum to meet their needs. The curriculum is very well managed by its co-ordinator, who consults regularly with teachers and support assistants; as a result, she is fully briefed on pupils' progress.
25. Provision for pupils for whom English is an additional language is very good. The co-ordinator is very effective and staffing numbers are good. A teaching assistant has recently been appointed who will support the team's work, particularly in the early years' classes. Planning complements class teachers' plans and regular sessions where staff 'team teach' promote inclusion very effectively and foster pupils' self-esteem and confidence.
26. Teachers work together well to create a clear, whole-school map that shows how subjects are to be taught as part of topics. This enables pupils to use skills and knowledge from one subject to support, extend and enhance learning in other subjects. For example, when pupils study sound in science, work is linked to music, design and technology, and art and design. Mathematics and English are enhanced as pupils write instructions, measure materials and sketch out their ideas. Gifted and talented pupils are identified and usually supported, but the needs of more able pupils are not always identified and met with sufficient rigour in everyday planning in English and mathematics in Years 3 to 6. Literacy, numeracy and ICT are used and extended well in other subjects.
27. Provision for pupils' personal, social and health education is very good, and bears very good results. Very good behaviour and attitudes, freedom from harassment and the remarkable quality of racial harmony are the consequences of very well organised, supported and reinforced programmes. 'Circle time', when pupils sit in a circle to discuss social issues, is used effectively to air and tease out pupils' ideas and concerns. The school council ensures that pupils have a voice and are able to influence school affairs; for example, the menus for school meals were discussed and ideas were shared with the catering staff, who acted on them where they could. Sex education and information on the misuse of drugs, alcohol and tobacco are included in the science curriculum and are taught specifically as part of the PSHE programme.
28. The school is mindful of the needs of the many pupils who live in flats in this traffic-ridden and socially deprived area of London. Activities to encourage health and fitness are promoted very well, with regular after-school activities on the floodlit sports pitch. Talented pupils are able to extend their skills in regular matches against other schools in a variety of sports. There is a very good range of clubs to stimulate pupils' interests and extend their musical, sporting and artistic skills. Science and cooking are also promoted. As part of the drive to promote healthy living, the school has been successful in achieving the 'Activemark' and 'Healthy Schools' awards. These measures prepare pupils well for the next stage of education and for later life.
29. The school looks beyond the required curriculum to make learning interesting and fun. Creativity and relevance are fostered in many ways, and the local community is involved well. Interest in art and design and science is promoted when pupils participate in competitions, such as 'Wandsworth in Bloom'. Parents, local businesses and nearby government office employees contribute generously to extending and enhancing opportunities for pupils to learn. The relationships built up in these interchanges help pupils to learn for life, and not just for

success in the classroom. Pupils benefit when parents share experiences during special events, such as 'Multicultural Week' or 'Black History Month'. Reading improves and pupils learn to converse with adults outside their normal range of experience when adults come in to read with them.

30. The school's systems for maintaining good curricular provision are tested when staff new to the school have to implement them. They are demonstrably working well now, but dipping standards in national tests during the period since the last inspection reflected the difficulties in providing well for pupils.

Care, guidance and support

The care and welfare offered to pupils are very good. Provision of support, advice and guidance is good. The school seeks pupils' views and takes good account of them.

Main strengths and weaknesses

- The extent to which pupils have good and trusting relationships with adults in the school is excellent
- The procedures to ensure that pupils work in a healthy and safe environment are very good
- The induction arrangements for pupils are very good

Commentary

31. The school's provision in this aspect has been maintained since the last inspection. The named and trained child protection person has ensured that all staff have been trained, that there is an up-to-date policy and very good liaison with the local authority. The school currently has two children in care, two refugees and two traveller children who are all very well looked after.
32. The school's named health and safety officer, maintenance manager and headteacher raise risk assessments for all foreseeable eventualities. All fire fighting, physical education and portable electrical equipment is appropriately tested. Emergency exercises are held every term and all escape routes are accessible and well marked. The school uses a range of outside professional help, including the school nurse, dealing with sex education and the community police who talk about illegal substances and 'stranger danger'. Accident and medicine procedures are caring and efficient and there are several fully trained, first aiders. Nutritious meals are cooked and consumed in very hygienic conditions and the school has an internet safety policy, approved by parents.
33. Parents of those with special educational needs are well informed of their children's progress, and are fully consulted when the school reviews pupils' individual education plans. The English language support team is involved with parents at an early stage and a new initiative is for them to conduct tours of the school with new parents and children. The school has access to the borough's volunteer team of translators and uses them effectively to ensure that parents are welcomed and involved.
34. Pupils are very well known by staff. Pupils' questionnaires and observations made by them confirm that all pupils have many adults to turn to for academic or personal advice - for example, mentors, teachers, learning support assistants or lunchtime staff. Pupils' access to well informed support, advice and guidance is good overall.
35. The induction arrangements for pupils are caring and efficient. A reception teacher or nursery nurse visits the home of all those joining and this is followed by a parent and child open day.

Those children joining at a later date are given a 'buddy' to look after them and quickly settle in.

36. The school listens sympathetically to what its pupils say. Recently, through the school council and a specific survey of pupils' opinions on healthy eating, the children have commented on the quality of school meals and changes were brought about. The school now has a Healthy Eating Certificate.

Partnership with parents, other schools and the community

The school has good links with parents, the community and other schools and colleges.

Main strengths and weaknesses

- The provision to parents of information about the school and pupils' standards and progress is very good
- The involvement of parents through canvassing and acting on their views and the procedures to ensure satisfaction or deal with any concerns and complaints are good
- The links with other schools and the arrangements for transfer of pupils are good

Commentary

37. It is clear from talking to parents and reading their returned questionnaires that a large majority think that this is a good school, and the inspection agrees with them. Findings are similar to those of the last inspection.
38. The school provides parents with an annual copy of the governors' report and an attractive, updated prospectus. Both conform to all statutory requirements. Pupils' annual reports are backed up by interim ones every term. All subjects are commented on, reports say what a child can do and they also set realistic targets. Regular newsletters are friendly and informative. Educational evenings are held to discuss pupils' progress and for workshops on literacy, numeracy, homework, spelling, national tests and sex education. Parents have very easy access to all staff.
39. Although the school does not have an official parent-teachers' association, many parents do volunteer to become class representatives and come to meetings led by staff members. Consequently, many parents have become very involved in the school's Healthy Eating scheme and decisions on school uniform.
40. The school receives regular, satisfactory help in classes from parents. Trips out are well supported, particularly those for the younger pupils. At home, most parents appreciate the home-school and behaviour contact books and try their hardest to help in projects and topics. The school tries to ensure satisfaction and usually succeeds. There are good procedures for handling complaints.
41. Local shops provide food for the children and also for social evenings. One local greengrocer talks to the children about healthy eating. Recently a local building firm refurbished the staff room, medical room and hall lighting as part of a community project. From another, national firm, volunteer readers offer their help. The children support many charities, such as Barnardo's and Hurricane Ivan, and also distribute harvest festival produce to local old folk.
42. The school shares professional and sporting links with other local schools. Trainee teachers are always welcomed from institutions of higher education as are work experience students from local secondary schools. The school's mechanism for the transfer of pupils to secondary education is caring and efficient.

LEADERSHIP AND MANAGEMENT

The headteacher and her senior management team lead and manage the school well. The school's governance is satisfactory. The effectiveness of management is good.

Main strengths and weaknesses

- The headteacher provides strong, committed leadership that is clearly focused on raising pupils' achievement
- The senior management team continually reviews the school's practices and seeks to introduce measures that lead to improvement
- The management of special needs and the provision for pupils for whom English is an additional language are very good
- The monitoring of lessons should focus more sharply on the quality of pupils' learning
- Management responsibilities could be more widely delegated

Commentary

43. The headteacher has a clear vision for the direction and work of the school. Although relatively new to the post, she has arrested a decline in standards caused by disruptions to the continuity of teaching and a rise in pupils' mobility, and has created a climate in which pupils' achievement is beginning to improve. She is very well supported by the deputy headteacher and special needs co-ordinator. Together, they form a strong and cohesive leadership team that successfully motivates an enthusiastic, hard-working staff. The effect of clear leadership is that new teachers and ancillary staff quickly come to share the school's values and aims, with the result that the school's long-standing reputation for pupils' very good attitudes towards learning and high standards of behaviour have been maintained against a background of staffing and pupil changes beyond the school's control.
44. The senior management team functions well as a unit, but its responsibilities need to be more widely delegated once new staff are trained or appointed. For example, the many responsibilities of the deputy headteacher include that of English co-ordinator. The monitoring of lessons, currently the responsibility chiefly of the senior management team, could also be usefully incorporated into those of the curriculum co-ordinators so that they have a better overview of their subject. The reviewing of pupils' performance is appropriately managed, but evaluation of lessons needs to focus more closely on the quality of learning rather than on teaching strategies. Nevertheless, this relatively new team manages the school well. Its open, consultative approach ensures that staff are well briefed and that their views are canvassed before decisions are made. Staff feel valued, and this in turn creates a positive climate for learning that makes a significant impact on pupils' behaviour and willingness to learn. Systems for performance management are good, while those for the induction of new staff are very good.
45. Special needs provision is very well managed. Thorough systems are used to track pupils' performance; teachers understand pupils' learning needs well and make good use of their individual education plans when preparing their work. The special needs co-ordinator manages well the work of support assistants and learning mentors, who make a vital contribution to pupils' learning, social and emotional needs. The Foundation Stage is managed well; the newly appointed teaching team have quickly established a close understanding and clear direction to their work that contribute significantly to good achievement among children. Pupils for whom English is an additional language are very well provided for because the co-ordinator is hard working and directs her team effectively. Teachers are made aware of the needs of these pupils and they make good progress in acquiring English language skills, so improving their understanding of the whole curriculum.

46. The school's governance is satisfactory. The new, hard-working chairman is beginning to establish a good working relationship with the headteacher, and is well supported by a number of long-standing governors who are highly committed to the continued success of the school. However, the high turnover of membership of the governing body militates against its effectiveness; several governors work tirelessly on fund-raising and other projects on the school's behalf, but governors' overview of strategic planning is currently limited by the inexperience of many. The governing body fully meets its statutory obligations.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,594,551	Balance from previous year	-41,228
Total expenditure	1,496,060	Balance carried forward to the next	57,263
Expenditure per pupil	3,604		

47. Approaches to financial management are good. The chairman of the finance sub-committee and chairman of governors receive sufficient information to ensure that the right spending decisions are made, and the school deals well with the challenges of meeting the demands of high fixed costs with a fluctuating budget. The headteacher prepares a detailed, relevant one-year development plan, with an outline for a further two years. She is reviewing its structure, since it is currently not easy to see quickly how key issues for development are to be achieved. The school's strategic plans are fully discussed with the governing body and are appropriately linked to financial imperatives.
48. Day-to-day arrangements for administering the budget are good. The new school bursar has quickly developed an understanding of existing successful and well-established procedures, and is well placed to advise the finance committee on the school's budgetary position and to anticipate changes in spending patterns. The school satisfactorily employs the principles of best value.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are developing their levels of personal independence well
- They are developing the ability to work collaboratively
- They concentrate for longer periods as they settle and become confident

Commentary

49. Teaching and learning are very good; the focus on the development of personal and social skills means that the children quickly develop their confidence and establish good relationships with one another, the class teachers and the classroom assistants. They behave very well and are encouraged to be considerate of others. All the teachers and nursery nurses capture children's interest and attention by their enthusiasm, and by the good use of resources. These qualities, together with intelligent and sensitive planning, ensure that concentration is fostered and maintained well. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. By the time they enter Year 1, most children are on target to meet expectations in this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children's speaking and listening skills are fostered particularly effectively
- Their emergent writing is promoted well
- Their early reading skills are encouraged well

Commentary

50. Consistently good opportunities are provided through good quality teaching for children to extend their speaking skills through all areas of learning. When they enter the nursery, many children have underdeveloped speaking skills and skilled adult input encourages them to talk about what they are doing. The emphasis on these skills means that learning is good. The children, when listening to stories, join in enthusiastically with the repetitive phrases. For most, reading ability is in its very early stages, but it is encouraged well. A few children in the reception classes are beginning to read some simple words. All the classrooms have a good range of picture books, which the children use frequently. Some children are beginning to form their letters correctly and attempt to write their names unaided. Good use is made of classroom computers to support children's early reading and writing skills and this is further promoted through regular timetabled sessions in the school's ICT suite. However, by entry to Year 1, few children are likely to meet the goals for this area and standards are well below average.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's mathematical vocabulary is developing well
- Children are learning to count with confidence

Commentary

51. The children are making good progress in their early understanding of number, shape and measure, though standards by Year 1 are likely still to be well below average. Teaching is good. In a well-taught lesson there was plenty of discussion and practical work, comparing the children's heights. As a result, their learning about 'longer' and 'shorter' developed well. Games and puzzles, specifically designed to support early understanding of number, are used well. The staff use resources, such as puppets, effectively to support number work and children are enthusiastic about their lessons. Children's use of mathematical vocabulary is developing well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good opportunities to explore and learn about their world in the classroom, outdoors and further afield

Commentary

52. Children make good progress in this area of learning because they have plenty of opportunities to experience a wide range of activities and because teaching is good. They are interested in all activities presented to them and make suitable gains in their learning. They quickly learn to use computers and are developing good control of the mouse. The children learn more about their world by observing, handling and discussing a variety of objects. A group of children examined tulip bulbs before planting them in the garden and good teaching ensured that they learnt (and understood) about the different parts of the bulb. Such activities are used well to extend the children's vocabulary as they describe what they see and experience. Adults use questioning well to develop the children's vocabulary and help them to use language to explain their thoughts and ideas. They encourage children to think about their world and appreciate the wonder of it. Few children are likely to meet the goals by the time of entry to Year 1 and standards are well below average.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop their physical skills on a range of large exercise equipment
- They are developing their expertise in the use of pencils, scissors and other small tools

Commentary

53. Children in the nursery and reception classes have almost continuous access to fenced outdoor areas adjacent to their classrooms. They are in use as often as possible and are quite well resourced. Teaching and learning are good. Planned physical education sessions are used to develop children's skills and co-ordination and good use is made of the timetabled sessions in the school hall. Good teaching means that children's progress and development is only slightly below that expected for their age. Fine movements are developed through the use of pencils, brushes, scissors and small construction apparatus. Children have good opportunities to manipulate a range of small equipment with dexterity.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have plenty of opportunities for imaginative play
- Access to a range of resources for creative work promotes freedom and independence

Commentary

54. Children have a wide range of opportunities to develop their creativity. Planning of this area is appropriately thought out, giving children a good range of artistic experiences. They use a wide variety of tools and materials to create images. Many examples of children's work were on display and showed that they have used many different techniques and media. They handle clay and play-dough and use a variety of tools to create different effects. They proudly showed the diva lamps they had made during the Diwali celebrations. They learn to sing a number of songs and rhymes, and have opportunities to listen to music in the classroom as well as playing percussion instruments. They have many good opportunities to use their imagination through role play and are enjoying play in the 'ogre's castle' and the 'Christmas house'. Teaching and learning are good; even so, few children are expected to reach the goals for this area by the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve very well in Years 1 and 2, and well in Years 3 to 6
- Teaching in Years 1 and 2 is very good
- Teachers motivate pupils very well by forming very good working relationships with them
- Too little is expected of some higher attaining pupils between Years 3 and 6
- The subject is well led and managed
- There are some inconsistencies in the quality of teaching for older pupils

Commentary

55. Overall, pupils achieve well as they move through the school. Achievement among pupils in Years 1 and 2 is very good, because they enter the school with well below average skills and reach standards in line with those expected nationally by Year 2. Pupils in Year 6 achieve

standards that are below average overall, but their performance has been adversely affected both by the admission of a high proportion of low attaining pupils from other schools and diverse backgrounds, and by the significant disruptions to the continuity of teaching caused by difficulties in recruitment. A decline in standards has been arrested with the establishment of more stable staffing for older pupils; achievement here is now good, and standards are set to rise. Improvement since the last inspection has been satisfactory.

56. Pupils achieve very well in Years 1 and 2 because teachers expect much of them. While standards of speaking are still below average in Year 2, those in listening are well above average because pupils are expected to attend carefully both to the teacher and to each other. This is especially beneficial for pupils for whom English is an additional language. Teachers offer a good speaking model, varying the dynamic and inflection of their voices in a way that captures attention. The same high expectations are applied in the teaching of reading and writing. Most pupils read at home regularly and thoroughly practise their skills. Although there are relatively few higher attaining pupils, many in Year 2 have a good knowledge of sounds and are able to attempt unknown words with confidence. Pupils write for a range of purposes, and are equally confident in writing a simple story or recipes for cooking. Most try to punctuate their work, although only few use capital letters and full stops consistently.
57. Pupils' achievement is good overall in Years 3 to 6, though there are some inconsistencies. For example, achievement over time in writing is better in Years 4 and 5 and among one group of pupils in Year 6; this partially mirrors differences in teachers' expectations, but also reflects variations in the ability of each cohort. Teachers could generally expect more of higher attaining pupils; for example, by challenging them to justify or explain their opinions, and by encouraging them to write at greater length more frequently. Older, lower attaining pupils are not heard to read individually often enough, while average and higher attaining pupils should be encouraged to read from a wider variety of texts. Nevertheless, pupils achieve well because teachers create a very good climate for learning in which each is well motivated and wants to succeed. Pupils are set interesting written tasks, well matched to their learning requirements, while ancillary staff offer good support to the large number of pupils with special educational needs and English as an additional language.
58. Nine tenths of the teaching observed was good or better; its quality is very good in Years 1 and 2, and good in Years 3 to 6. This difference is solely the reflection of different expectations; the teachers of younger pupils expect relatively more from them, requiring them to write at length more frequently and establishing good routines that enable pupils to practise thoroughly a wide range of skills. Among older pupils, speaking and writing skills are built upon less consistently. While pupils here write on a good range of themes, some in Year 6 still make basic spelling and syntactical errors that could be remedied with more practice in correct speaking. The school has rightly introduced initiatives to overcome this.
59. The subject is well managed; pupils' achievements are thoroughly analysed and teachers receive regular advice and encouragement for improving their work. However, the monitoring of lessons needs to focus more sharply on the quality of learning, rather than on teaching strategies. Staff regularly receive training, and the deputy head, who co-ordinates the subject, conscientiously seeks to identify areas for improvement and to redress inconsistencies.

Language and literacy across the curriculum

60. Reading and writing skills could be used more frequently to support learning in subjects such as history. The library is well employed as a resource for factual texts. Pupils sometimes deploy their word-processing skills to enhance the presentation of their work. The school provides a rich, interesting curriculum that includes drama, theatre visits and role play.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement and teaching are good
- Teachers in Years 3 to 6 do not always have sufficiently high expectations of higher attaining pupils' attainment
- Marking is very well used in Years 1 and 2 to show pupils how to improve

Commentary

61. Pupils achieve well because they are well taught. Although standards by Years 2 and 6 are below average, pupils enter Year 1 with skills that are well below average. As classes move through the school, they are frequently joined by pupils of low attainment, which keeps overall standards down. In addition, the oldest pupils experienced disruption in their learning in the middle years because of difficulties over the provision of teaching staff. Achievement suffered in those years but has been good since staffing has become more stable. Pupils experience a good range of mathematical activities in all aspects of the subject. The school has focused on investigative mathematics and the success of this shows in pupils' past work. All lessons begin with mental arithmetic, but most pupils' recall of the times-tables is slow.
62. Pupils of both sexes and from all ethnic groups achieve equally well. Pupils for whom English is an additional language are very well supported and also achieve well. Lower attaining pupils and those with special educational needs have their needs well met by the work they receive and the support which teachers and assistants give. There are few higher attaining pupils in each class, but teachers in Years 3 to 6 could sometimes give them more challenge, by including in their work more demanding questioning or opportunities to think at a higher level.
63. Teaching and learning are good overall. Teachers in Years 1 and 2 use marking very well to show pupils where they have succeeded and how they might improve. Marking is used well in most classes in Years 3 to 6 but this is not so consistent as that for younger children. Teachers are keen to make learning relevant to pupils' experience and make good use of 'TIB' (This Is Because) to explain why they are learning each topic.
64. The co-ordinator took responsibility only this term, so it is too early for the impact of her work to be judged. Leadership and management are satisfactory. Teachers' planning and pupils' books are monitored regularly against agreed criteria, but the co-ordinator has had little opportunity to gain an overview of teaching, learning and standards throughout the school. Improvement since the last inspection has been satisfactory overall; standards at that time were higher; they fell dramatically soon after the inspection and are now clearly on the increase.

Mathematics across the curriculum

65. Pupils use measuring skills in design and technology and cookery. In science, they present data in tables and graphs, sometimes on computers and use numeracy skills in estimating and measuring.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching leads to pupils' good achievement
- The curriculum is stimulating and relevant for pupils
- The subject is very well led and managed

Commentary

66. Standards are average in Years 2 and 6. Standards dipped after the last inspection, but have improved because of the determined effort by staff and the hard work of pupils. Improvement since that time has been satisfactory overall. Pupils in the current Years 2 and 6 achieve well because of the school's provision of relevant practical activities that stimulate their interest and get them to think deeply about what they are doing.
67. Pupils enjoy science. The school's approach nurtures their curiosity about the natural world and how things work. They love the 'hands on' approach and are keen to find out what happens next. Teaching is good, with examples of very good teaching, and teaching assistants work very well with pupils who need help, such as pupils with special educational needs or those for whom English is an additional language. The subject co-ordinator plays a significant role in supporting teaching. Good curricular provision, discussed with staff and planned to include interesting investigations, visits and visitors, has been achieved through thorough analysis of the school's performance in national tests, review of resources and the sharing of good practice in the school. Teachers are broadening the use of assessments to inform planning and to provide better for individual pupils, in line with a recently introduced whole-school system. There is a consistent approach to letting pupils know the purpose of lessons, to organising and recording investigations and to setting targets for individual pupils to build on strengths, overcome misunderstandings and address the next logical step of learning. As a result, pupils are secure with prediction and fair testing and regularly use graphs to present their data.
68. The school has developed the curriculum for science well. The emphasis on practical investigation has included keen attention to the development of specific scientific skills. Teachers promote the use of scientific language very well. This is especially helpful for pupils with special educational needs or those for whom English is not their first language. Words are displayed prominently during lessons and pupils are encouraged to use them during discussions and in their written work. The depth of pupils' writing and its presentation are of good quality. Younger pupils, and older ones who have difficulty with writing, record their work pictorially; for example, pupils in Year 1 drew pictures of sets of transparent and opaque materials that they had sorted. As they measure, make graphs and compare things, pupils practise their mathematical skills. The use of ICT is good and pupils are familiar with electronic equipment such as thermal sensors.
69. Teachers promote independence when they give pupils opportunities to design their own investigations; for example, in a Year 6 lesson, pupils designed and made ear muffs and organised ways of testing them in the playground. There are good links with other subjects such as art and design, geography and design and technology; for example, pupils illustrate their written work with detailed drawings, or learn about temperatures in different parts of the world. There are particularly good links with health education, as pupils become increasingly aware of how food and exercise affect growth and well-being. Investigative work in the school grounds brings home to pupils the vibrant scientific world that is around them. For example, as pupils in Year 4 worked on 'minibeasts', they explored insects' habitats outside.

70. The subject is led very well. The co-ordinator has a secure scientific background and is a good role model and teacher. These features have enabled her to work well with other staff and to put together a good programme of work that ensures pupils' systematic acquisition of skills. Interest in the subject is enhanced through 'Science Weeks', when parents and visitors enjoy working alongside pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils have good opportunities to apply their ICT skills in most subjects
- Teachers make good use of interactive whiteboards to facilitate pupils' learning
- Assessment procedures are evolving and need to be consistent

Commentary

71. Standards of pupils' attainment are in line with expectations by Years 2 and 6. Most pupils achieve satisfactorily and younger ones who have no computers at home achieve well. Standards are similar to those reported at the last inspection; the subject has moved on a long way since then and the school has kept pace. Overall improvement has been satisfactory. Pupils experience all aspects of the subject and use computers effectively in the ICT suite and in the classroom.
72. The school now has a good computer suite and networked computers in every classroom. Unfortunately, the school is suffering from a virus common to the whole borough which is proving very difficult to eradicate, and this meant that teachers were not able to do all they had planned in every lesson. However, they coped well.
73. Teaching and learning are satisfactory overall. Effective use of training has meant that teachers are familiar with the topics they teach and understand well how applications work. In addition, teachers make good use of interactive whiteboards to make lessons in other subjects clearer to pupils. The boards are not yet in all rooms and some were not working, but all classrooms will be so equipped by next school year. Teachers try to use ICT in as many subjects as possible and their planning shows that they mostly achieve this. Provision of software is good, especially the use of the cross-curricular resource, *Espresso*, which is accessed via the Internet. The chairs in the computer suite are not conducive to good learning because of their casters and reclining backs, which are capable of distracting some pupils. The room is long and narrow, and teachers need to make sure that all pupils are able to see their demonstrations, without distractions from nearby monitors.
74. Leadership and management are satisfactory. The co-ordinator was appointed in September and there has not been time enough for her impact to be felt, as she has had little opportunity to monitor teaching, learning or standards throughout the school. She has overseen the effective induction of the technician and is introducing a portfolio of pupils' work to indicate stages in the development of learning. At present, teachers assess pupils' work in their own way and a few have had little experience of judging the level at which pupils are working. The school is in the process of introducing a new system of assessment which will be done by the pupils themselves working at a computer, which will assess their level. This is to be introduced in the course of this school year.

Information and communication technology across the curriculum

75. Pupils have many good opportunities to use their ICT skills. Year 6 pupils have created PowerPoint presentations in geography about different countries, such as Jamaica, Brazil and France. They include pictures and maps taken from the Internet and use sound to illustrate various points. These are of good quality. Pupils in all year groups use drawing software in connection with art, such as work in the style of famous painters; Year 5 pupils used the program to draw pictures for religious education of Joseph wearing the coat of many colours. Year 3 pupils created posters concerning road safety and firework safety in connection with personal and health education. Graph work and data collection software are used in mathematics and science and Year 6 pupils created spreadsheets to plan food for a party, to keep strictly to a given budget.

HUMANITIES

Religious education was inspected in full and is reported below. Geography and history were sampled; no lessons were observed for either subject, and a limited amount of work was scrutinised.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development
- There is currently no programme of visits and visitors to extend learning

Commentary

76. Standards at the end of Year 2 and Year 6 are in line with the expectations of the local agreed syllabus, reflecting the findings of the last inspection. Pupils' achievement is satisfactory. Pupils are introduced to an appropriate range of world faiths, including Christianity, and are developing a good understanding of the similarities and differences between them. Most understand, for example, how worship practice varies in different religions, and how the notion of worship is central to all world faiths. They are developing good understanding of the use of symbolism in religion and handle the artefacts presented to them with care and respect. The school's ethos of respect and tolerance for all faiths and cultures is supported and developed well in religious education lessons, and the subject features prominently in all the classes, including interesting displays.
77. Teaching and learning are satisfactory. A scrutiny of lesson planning shows that lessons are prepared well and generally the lessons capture pupils' interest and attention. A good feature of teaching is the use made of the school's good range of resources. This practice of supporting pupils' understanding of religion through first-hand experience is extended by using the Internet and videos to enhance pupils' knowledge of centres of worship and features of other religions. At present there is no programme of visits to places of worship, nor are there any visitors. The new co-ordinator has plans to develop this aspect and has already established a list of suitable contacts.
78. Leadership and management are satisfactory. Although relatively new to the post, the co-ordinator has a good overview and grasp of the subject, and how it could be further improved. Assessment currently takes place through the evaluation of planning and the units of the scheme. Resources are good with many artefacts to help bring the subject alive. Children spoke about their enjoyment of the subject and they welcome the opportunities to handle artefacts. They are used effectively to support learning. Improvement since the last inspection has been satisfactory.

79. Through **geography**, pupils in Years 1 and 2 begin to appreciate that life in other parts of the United Kingdom and in other countries is different from their own. They understand that certain localities can be reached relatively quickly by bus or tube, while other destinations, such as the Caribbean, require longer journeys by aeroplane. Pupils learn about some fundamental features of life in Santa Lucia, such as hurricanes and carnival, and appreciate that the climate and way of life is different from that in London. Pupils write punctuated sentences unaided, sometimes using books to find out additional information for themselves. No written work was sampled in geography for pupils in Years 3 to 6.
80. There was more ample evidence of written work in **history**. Pupils in Year 1 begin to understand that some events happened longer ago than others. They learn about well-known figures from the past, such as Guy Fawkes, and relate simple facts about them. In Year 2, pupils explored the theme of the Gunpowder Plot more deeply, and described simply the incidents leading to the Great Fire of London. They know that the appearance of everyday articles has changed over time. The work seen is neatly presented and pupils give a coherent and logical account of events.
81. In Year 3, pupils compare the Celtic and Roman civilisations, learning about the ways of life and eminent figures that feature in each. For example, they describe the character and supposed appearance of Boudicca. The work is enriched through role play and costume, so that pupils learn much orally about this period of British history, even though the scope of their written work is limited. Pupils study the events of the early twentieth century in Year 6. They are aware of the events surrounding the sinking of the *Titanic*, and know of the importance of trench construction to try to save soldiers' lives during the First World War. History is combined imaginatively with design and technology, as pupils are taught to design and test trench shelters for themselves. Much of the written work examined is at the level expected, but there are good examples of extended writing derived from independent research that is of above average standard. These are the result of high expectations and good teaching that have motivated pupils to a high level of performance. The history curriculum is enriched by both visits and visitors with particular expertise. These contribute significantly to pupils' levels of understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Art and design, design and technology, music and physical education were sampled. No overall judgements are given for teaching, as too few lessons were seen. However, scrutiny of pupils' work in art and design and evidence from co-ordinators' files and discussions suggest that curricular provision is good in all three subjects, and that they are all well led. Although co-ordinators have limited opportunities to monitor classroom teaching and learning, they keep a keen eye on how the curricula are planned and how pupils are performing. Pupils with special educational needs and those who speak English as an additional language benefit from the school's inclusive approach in these subjects; they are not hindered by difficulties with language. Assessment procedures and the use of information from them are an area for development.
83. Displays of pupils' recent work indicate that standards in **art and design** are above average and pupils achieve well. This concurs with findings at the last inspection. Pupils experience a wide variety of materials to create interesting work in two and three dimensions. Sketching is used effectively to support work in other subjects, particularly science, and there are many examples of lively drawings to illustrate pupils' written work. Painting covers both delicate watercolours and bolder work with poster paints. As they study the work of well-known artists, pupils create interesting pictures in a variety of styles. Multicultural links are strong, and art and design features strongly during festivals and special weeks. Pupils say they enjoy the subject and the visits they make to well-known art galleries.

84. No judgement is given on standards in **design and technology** because so little work was sampled. However, photographs show how pupils have been involved in a good range of activities to develop appropriate skills in a systematic way. Year 6 pupils have created complicated models of fairground rides. Food technology is taught effectively and linked well to the school's programme for healthy living.
85. The school has a specialist teacher for **music** who teaches classes throughout the school. Two lessons were observed as well as part of a session to support creative development in the reception class. Peripatetic teachers provide a range of brass and string tuition. Pupils sing satisfactorily in assemblies despite some difficult tunes and syncopation. They are enthusiastic and generally sing tunefully. They have opportunities to listen to a range of classical and modern music as well as music from other cultures. A government initiative in instrumental tuition provides a very good opportunity for Year 4 pupils to experience the early stages of learning the violin.
86. In **physical education**, planning shows that the full range of required aspects of physical education is taught each year. The subject contributes significantly to pupils' personal, social and health education. The school's performance in local sporting competitions, in which many pupils take part, demonstrates the school's determination to ensure that talented pupils have opportunities to excel in their chosen activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION

87. The school places a high priority on this aspect of pupils' development. Pupils gain a good understanding of right and wrong, consider how their actions affect other people and become increasingly responsible. Learning mentors work with pupils who have difficulties in keeping school rules or who do not settle to work sensibly. Teachers listen to pupils well and plan time for them to express their thoughts and air their ideas. Personal, social and health education is promoted and developed throughout the day, in all subjects. Teaching assistants work patiently with pupils and help them to overcome problems with learning or behaviour. Staff encourage pupils to work in groups, and learning becomes more effective as pupils share ideas; for example, pupils in Year 6 gave one another 'top tips' for improving their models in design and technology.
88. Pupils' views are discussed and promoted effectively in the school council. In 'circle time', pupils in each class sit in a circle and discuss social issues. Pupils learn to contribute to society when they support charities through fund-raising events, and show concern for people less fortunate than themselves. In religious education, pupils gain a growing understanding of a wide range of faiths and cultures.
89. The school is committed to helping pupils to be healthy. There are appropriate arrangements for the teaching of sex education and for making pupils aware of drugs and alcohol abuse. Ideas about healthy lifestyles are promoted in physical education and science lessons. The school is involved in the 'Healthy Schools' and 'Activemark' projects and has received awards for the work done to make pupils more aware of the importance of exercise and a good diet.
90. The school's commitment to fostering pupils' creative and aesthetic awareness helps them to value beauty, skill and talent. In the weeks when the whole school focuses on multicultural issues, science, the arts and literature, pupils can work with established artists, experts and authors and take part in investigations, dance and musical events. Pupils extend their interests in clubs, team games and sports fixtures. They are encouraged to work together for success and to be proud of their school. They demonstrated pride in their community during the Queen's visit, and photographs show how well the pupils presented themselves and the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

poor (6); very poor (7).