

# INSPECTION REPORT

## **ASHMOLE PRIMARY SCHOOL**

London

LEA area: Lambeth

Unique reference number: 100556

Acting Headteacher: Mr J Parr

Reporting inspector: Mrs T Chakraborti  
12603

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> February 2001

Inspection number: 181517

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Ashmole Street London
Postcode:	SW8 1NT
Telephone number:	0207 735 2419
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Appropriate authority:	The Governing Body
Name of chair of governors:	Claire Holland
Date of previous inspection:	30 <sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	T Chakraborti	Registered inspector	Science Art Religious education	How high are standards/How well are pupils and students taught? How well is the school led and managed?
14347	J Lindsay	Lay inspector		Attitudes, values and personal development How good are curricular and other opportunities? How well does the school care for its pupils and students? How well does the school work in partnership with parents?
10240	L Jones	Team inspector	Foundation Stage English History Geography	
23080	R Isaac	Team inspector	Mathematics Information and communication technology Design and technology Music Physical education Equal opportunities Special educational needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Ashmole Primary School is an average sized primary school situated in the London Borough of Lambeth. It serves the surrounding council estates as well as private housing in the Oval and Kennington area. Pupils come from a wide range of social and ethnic background. The school is over-subscribed and rarely admits children who live over 300 metres away. Attainment on entry to the reception is below the average for the borough of Lambeth.

The school has 228 pupils, including 21 full-time and 24 part-time children in the nursery. The percentage of pupils entitled to free school meals is well above the national average. The percentage of pupils with special educational needs is above the national average. The number of pupils with statements of special educational needs is also well above the national average. The school has a high proportion of pupils who speak English as an additional language. The main languages spoken by pupils in the school are Yoruba, Arabic, Cantonese, Portuguese, French and Kurdish.

The school was a cause for concern for the local education authority and the governors until recently. It has gone through a period of high teacher turn over and the illness of the previous headteacher which resulted in a lack of educational direction. This had a negative impact on the behaviour and attainment of pupils.

The acting headteacher and the staff are committed to raising standards and are successfully providing good quality education and promoting a very good ethos across the school.

### **HOW GOOD THE SCHOOL IS**

Ashmole Primary is a good school. It provides good quality education which meets the academic, social and emotional needs of its pupils well. Pupils make good progress in most subjects. The quality of teaching is consistently good and is a strength of the school. The school is led well by the acting headteacher, supported by the deputy headteacher, other members of the staff and governors. The school has a strong commitment to equality of opportunity and promoting the well-being of its pupils. It is an effective school and provides good value for money.

#### **What the school does well**

- Teaching is good across the key stages, with a high proportion of teaching being very good.
- The school is led and managed effectively. The headteacher provides a very good educational direction.
- Behaviour is very good throughout the school and pupils demonstrate very positive attitudes to learning.
- The school has promoted excellent relationships between the adults and pupils and between pupils.
- Spiritual, moral, social and cultural development is very good.
- The aims and values of the school are reflected very well in all aspects of its work.

#### **What could be improved**

- Standards in science in Key Stage 1.
- The role of co-ordinators in science and foundation subjects.
- Assessment procedures in science and foundation subjects.
- Accommodation, especially the hall.
- Statutory requirements in the school prospectus and the governors' annual report to parents.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in April 1996 when it was judged to provide good quality education. However, the quality of education and standards have declined because of the lack of leadership and very high staff turn over. The key issues identified by the last inspection have been addressed successfully. Planning is good and ensures that the learning objectives of all pupils are met well. The curriculum in the Foundation

Stage is well planned in accordance with the Early Learning Goals. The provision for pupils with special educational needs is good. Strategies for teaching and learning are monitored effectively. As a result, the quality of teaching is good. The school's development plan is appropriately linked to financial planning. The acting headteacher has been successful in promoting a very effective teamwork and the morale of the staff is high. A good foundation for providing good quality education has now been established. All these improvements and an effective teamwork, involving the staff, headteacher and the governors indicates that the school's capacity to improve further is very good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	C	C	A
Mathematics	D	B	D	A
Science	D	C	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The national test results for the year 2000 show some decline in standards of attainment over the 1999 results, because of the uncertain staffing situation and a high proportion of pupils with special educational needs. Compared to similar schools, the test results are well above the national average in English and mathematics and average in science. The trend in the school's results is below the national trend in these subjects.

The inspection evidence indicates that standards are improving and are in line with the national averages in English, mathematics in both key stages and in science in Key Stage 2. Standards are below average in science in Key Stage 1.

Standards are in line with those expected of similar age pupils in all other subjects in both key stages, except in music where standards are below the nationally expected level. Pupils make good progress across the school in English, mathematics, science in Key Stage 2, art and physical education. Progress is satisfactory in all other subjects. Pupils with special educational needs make good progress in relation to their prior attainment. Pupils who speak English as an additional language also make good progress, especially when supported by a specialist teacher. The school met its set targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The attitudes displayed by pupils to school life are very good. They are keen to learn, and respond to class discussions and tasks responsibly.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school.
Personal development and relationships	Very good. There are opportunities for pupils to take on a range of responsibilities which they carry out willingly and successfully. The relationships between adults and pupils and between pupils are excellent.
Attendance	Attendance is satisfactory and has improved.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is a strength of the school. It is good, with some very good and excellent teaching. Teaching was good or better in 85 per cent of the lessons observed of which 21 per cent was very good and two per cent excellent. Fifteen per cent of the lessons observed were satisfactory. The quality of teaching has improved further since the last inspection when 5 per cent of all lessons were less than satisfactory. Teaching is particularly good in English and mathematics.

The National Literacy and Numeracy Strategies have been implemented effectively. Teachers have good subject knowledge and are particularly good in behaviour management. They have established excellent relationships with their pupils. As a result, pupils gain in knowledge and understanding in all subjects effectively. Pupils with special educational needs are taught well across the school by the teachers and the learning support assistants. Pupils who speak English as an additional language and are at an early stages of learning English make good progress when supported by the specialist teacher.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Curriculum meets the statutory requirements.
Provision for pupils with special educational needs	Good provision for pupils with special educational needs. Pupils make good progress throughout the school and take a full part in lessons.
Provision for pupils with English as an additional language	Good. Pupils make good progress, especially when they are supported by specialist teachers or classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes very good moral, social and cultural development and satisfactory spiritual development for its pupils.
How well the school cares for its pupils	The school promotes the welfare of its pupils effectively. The staff now know their pupils well and the procedures for monitoring behaviour and attendance are implemented effectively. There are good links with external agencies.

The school works very well in partnership with the parents who are very supportive of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher has a very clear educational direction and is supported very well by an effective senior management team and governors.
How well the governors fulfil their responsibilities	The strategic role of the governors is developing well. They have a clear understanding of the strengths and weaknesses of the school. However, some of the statutory requirements are not met in the school prospectus, pupils' annual reports and governors' annual report to parents.
The school's evaluation of its performance	The school uses its development plan effectively to evaluate its performance.
The strategic use of resources	The school makes good use of all staff and accommodation. Grants and other fundings are used effectively. The school building is used efficiently. However, the poor condition of the roof of the hall means that it can not be used for physical education when it rains.

The school has an adequate number of staff and they are well trained. The school applies the principles of best value well in all spending decisions and monitors its impact on financial planning closely. The school has promoted excellent relationships between the adults and pupils and between pupils themselves.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• Children are making good progress.</li> <li>• The teaching is good.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Parents feel comfortable about approaching the school.</li> <li>• The school promotes good behaviour.</li> <li>• The school works closely with parents.</li> <li>• Parents feel that they are kept well informed about their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that their children do not receive sufficient homework.</li> <li>• Some parents feel that the school does not provide an interesting range of extra-curricular activities.</li> </ul>

An overwhelming majority of parents are very pleased with the school and state that the new acting headteacher and the staff have 'turned the school around' after the recent decline in standards. The inspection team agrees with parents' positive comments. The team concludes that the amount of homework is similar to that found nationally and that the school provides a satisfactory range of extra-curricular activities which enhance pupils' opportunities for learning and physical activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievement**

1. Attainment on entry to the nursery is generally lower than that expected of nursery age children in the borough of Lambeth, particularly in communication and mathematical awareness. As a result of the good quality support from teachers, nursery nurses and classroom assistants, children make good progress. The baseline assessment of children currently in the reception class indicates that they are in line with the level reached by children of this age in the borough of Lambeth. By the time they are five, a majority of these children reach the nationally recommended early learning goals.
2. The results of the 2000 national curriculum tests show that, at the end of Key Stage 1, pupils attain standards that are below the national averages in reading and writing and average in mathematics. In comparison with similar schools, standards are above average in reading and well above average in writing and mathematics. At the end of Key Stage 2, standards attained in the 2000 national tests are average in English, but below average in mathematics and well below in science. In comparison to similar schools, the standards are well above average in English and mathematics and average in science. The standards in the national test results since the last inspection indicate a variation in attainment from year to year. This is due to the high staff turnover and the number of pupils with special educational needs. The trend in the school's result is below the national trend in these subjects.
3. During the inspection, standards were judged to be in line with the national expectations in English and mathematics in both key stages. In science, standards are below the national expectations in Key Stage 1, but are in line with national expectations in Key Stage 2. Standards are in line with those expected of similar age pupils in all other subjects in both key stages, except in music. In music, standards in both key stages are below those expected of pupils of similar age. Pupils make good progress across the school in English, mathematics, science in Key Stage 2, art and physical education. Progress is satisfactory in all other subjects. Pupils with special educational needs make good progress in relation to their prior attainment.
4. Pupils attain satisfactory standards in speaking and listening. They regularly have a variety of tasks to develop their confidence in speaking, including reading aloud from books or their own work, role play, responding to questions and pair and group discussion. Pupils who speak English as an additional language are encouraged to participate fully in all these activities and make good progress. By the end of Key Stage 2, the majority of pupils can articulate their thoughts and ideas with confidence and answer questions with full and grammatically correct sentences.
5. By the end of Key Stage 1, standards in reading are in line with the national expectations. Pupils read a range of stories, poems, information texts and worksheets. Throughout the school shared, reading at home is a regular feature. Pupils can express preferences in their reading and some read more challenging texts. In Key Stage 2, pupils read with greater fluency, expression and a varied intonation. There is greater awareness of character and story development and an ability to predict the outcomes of a story. Many have made a good start in developing their independent research skills, using a range of written materials.
6. Writing standards are in line with those expected of pupils of these ages. Good progress is being made in presentation and handwriting. Pupils throughout the school have experience of writing for a range of purposes. Pupils in Key Stage 1 develop their writing to build sentences, to write simple stories, or to retell stories in their own words. The literacy hour is proving effective in building pupils' skills in spelling, grammar and punctuation, as well as extending their knowledge of a range of texts. All pupils have opportunities to use the computer to redraft stories. As a result, their writing skills are developing effectively.
7. In mathematics, in Key Stage 1, pupils can sort, match, and sequence numbers correctly and are beginning to recognise patterns. They add and subtract simple numbers with growing confidence. Many pupils are able to identify and name a range of two-dimensional shapes with confidence. They handle data, sort objects, using various criteria, and display results with simple graphs. In Key Stage 2,

pupils reinforce and develop further their number skills, using the four rules. Their understanding of place value is developing well and older pupils recognise the equivalence of fractions. In measuring, they make reasonable estimations before taking accurate readings with standard units. Most pupils can collate data, analyse graphs and record the results, using computer-based graphical applications. Older pupils are gaining a good understanding of angles, co-ordinates and symmetry and recognise and name a range of two- and three-dimensional shapes. Pupils' ability to calculate mentally is good.

8. In science, in Key Stage 1, pupils develop their knowledge and understanding of the properties of different materials. Pupils study plant life and demonstrate an understanding of the basic forces of push and pull. However, the volume of work is limited and the activities provided lack challenge. In Key Stage 2, pupils investigate to understand that metals are both insulator and conductor. They understand that the force of gravity keeps us on earth and recognise that friction is a force that acts between two objects. They experiment to show the properties of solids, liquid and gas, record their findings from evaporation and condensation, using a clear format for recording their findings.
9. In information technology, pupils in Key stage 1 are familiar with a number of basic programs. They have learned how to use the computer mouse to move the pointer on the screen and to click on various icons in a simple graphics application. In Key Stage 2, pupils create a range of simple graphs from data collected. Most pupils in Years 5 and 6 open and close files successfully and run applications, but a few are not sure how to save their work on a floppy disk.
10. In religious education, pupils at the end of Key Stage 1 have sound knowledge of Christianity. They read stories from the New Testament and learn that parables are stories with meanings about everyday life. At the end of Key Stage 2, pupils demonstrate satisfactory factual knowledge of the major religions, such as Hinduism and Islam, and particularly of Christianity. They learn about Muslim beliefs and religious rituals and explore what a sacred text, such as Qur'an means.
11. Pupils with special educational needs make good progress with the targets set within their individual education plans. Pupils who speak English as an additional language make good progress across the key stages.
12. There is no significant variation between the attainment of boys and girls. The school sets targets for its pupils in English, mathematics and science and reviews the targets every year to ensure that these are sufficiently challenging. It meets its targets successfully.

### **Pupils' attitudes, values and personal development**

13. The attitudes displayed by pupils to school life are very good and have improved even further from the good levels seen at the last inspection. All the parents who responded to the pre-inspection questionnaire stated that their children liked coming to school. This is reflected in the admirable enthusiasm and enjoyment that pupils of all ages show for their work. One example of this was in a Key Stage 1 literacy lesson when pupils responded to their group tasks with great enthusiasm and were very eager to show the actions they had thought up to accompany two nursery rhymes. Older pupils showed a high level of interest in interactive science experiments and worked hard at finding the answers to the questions set.
14. Behaviour is very good both in and around the school. The school's well-considered behaviour policy and the strategies used consistently by all staff are effective in producing very high standards of behaviour. The vast majority of parents state that there has been significant improvement in pupils' behaviour recently and that behaviour is now very good. No incident of intimidation or harassment was seen during the week of inspection. Excellent behaviour was seen during assemblies and in the dining hall at lunchtime. Playtimes can be boisterous sometimes, but are not intimidating, because the areas are well supervised by adults and pupils have a good understanding of the impact of their actions on others. There have been three very short temporary exclusions from school during the last year. The correct procedures were followed in all cases.
15. Excellent relationships between the adults and pupils and between pupils themselves are evident throughout the school. As a result, the school has a very happy, friendly atmosphere. Pupils are extremely polite, friendly and open in their discussions with visitors. Pupils are treated in a very caring

yet mature way by all adults, including non class-based staff. They respond positively to this and there is an excellent level of mutual respect shown. Pupils also show a high level of respect for the feelings, values and beliefs of others and accept each other regardless of background, race or special needs. Such relationships are fostered by sessions of circle time where pupils listen well to each other, take turns to talk and react sensitively to what is being said.

16. Pupils take initiative and carry out their responsibilities successfully. Whenever volunteers are asked for, nearly every hand goes up. They take great pride in being elected to the position of "VIP" for the day and happily accept the privileges and carry out the tasks required of them. There is a school council, involving two Key Stage 2 representatives from each class. Pupils are also selected to be class prefects and older pupils support the younger ones in developing their reading skills.
17. The personal development of pupils is very good and is further enhanced through a range of visits made to places of interest such as the Millennium Dome and the British Library and through involvement in projects such as one with the Royal Festival Hall. Visitors to the school have included poets, artists and theatre groups, particularly during the International Week organised by the school to celebrate all the cultures represented there.
18. The level of unauthorised absence has declined since the last inspection, representing a good improvement. Overall the attendance is satisfactory and in line with the national average. Registers show that a few parents take substantially more than ten days holiday during term time. The school has yet to ensure that additional time is marked as unauthorised unless there are exceptional circumstances. With a very few minor exceptions, registers are marked according to legal requirements. The great majority of pupils arrive punctually and, as a result, no teaching time is lost.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

19. The quality of teaching is good, with some very good and excellent teaching. Teaching was good or better in 85 per cent of the lessons observed of which 21 per cent was very good and two per cent excellent. Fifteen per cent of the lessons observed were satisfactory. The quality of teaching has improved since the last inspection when 5 per cent of all lessons were less than satisfactory. This improvement of the quality of teaching is because of the high quality training that staff received in the summer term last year. The school has a good staff development and induction programme which also contribute to this.
20. The quality of teaching is consistently good in English and mathematics with a large proportion being very good. This indicates that Literacy and Numeracy Strategies have been implemented very effectively and this has a very positive impact on pupils' learning. Teaching is also solidly good, sometimes very good, in most other subjects. As a result, pupils make good progress throughout the school.
21. Teachers plan their lessons carefully for pupils with varying abilities and ages. Plenary sessions are used efficiently to consolidate pupils' learning. This means that pupils apply their knowledge of phonics to enhance their reading skills, acquire good knowledge of grammar and extend vocabulary effectively. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. This was evident in many lessons, especially in English, where lessons begin with evaluating learning in previous lessons. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well. This was seen in a literacy lesson in Year 2 where pupils learnt about the patterns of words in rhyming. These features contribute positively to pupils' attitudes to learning and their progress.
22. The activities provided for the children in reception are very appropriate, offering them challenges and ensuring that their attention is captured, so that they remain interested and involved in their learning for a considerable time. This was seen in a literacy lesson in reception where children rose to the teacher's challenge and demonstrated very good understanding of rhyming words and developed good reading skills. Activities are well linked, supporting the acquisition of basic skills such as literacy, numeracy and independence.

23. Teachers are particularly skilled at managing pupils. They treat all pupils with respect and as individuals, but, at the same time, expect high standards of behaviour. Praise is used very effectively to make pupils feel confident about their ability to learn and reinforce good behaviour.
24. Relationships between teachers and pupils are excellent. Pupils respond positively by valuing their teachers and what the teachers have to teach. Good examples were seen in the reception where very good relationships between the adults and the children provide a safe and rich learning environment for the newly arrived children.
25. Teachers have secure subject knowledge in most areas, especially in English and mathematics. They teach and present and discuss subject material in a way that helps pupils to understand. For example, in a Year 6 mathematics lesson, the teacher's secure subject knowledge meant that pupils were asked relevant questions and a very good pace was maintained to capture pupils' attention and interest. As a result, almost all pupils made very good progress in developing problem solving skills. In most lessons, teachers' thorough knowledge and understanding of the children's learning needs lead to very good group organisation and very efficient support for all children, including those with special educational needs. The learning atmosphere in most lessons is good where children feel safe and valued and develop their reading and writing skills effectively.
26. Most teachers use the assessment procedures well to identify pupils' progress in lessons and use this information for future planning satisfactorily. However, marking of pupils' work does not always suggest how they can improve.
27. The quality of teaching of pupils with special educational needs is consistently good. Class teachers are aware of their pupils' needs and work in close conjunction with the special needs co-ordinator and support staff. Learning support and classroom assistants are deployed very effectively to give appropriate support both to individuals and small groups. Work is set at an appropriate level to enable such pupils to make good progress and is linked to the targets set in the individual education plans.
28. Pupils who speak English as an additional language are supported well by staff who work in collaboration with the specialist teacher. Where supported by the specialist teacher, pupils at an early stage of learning English make good progress.
29. The quality of teaching is a strength of the school.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

30. The school provides a broad and balanced curriculum for its pupils. The recent focus on literacy and numeracy has meant that there has been less time available for the other subjects to be taught. However, all National Curriculum subjects are covered throughout the school and statutory requirements are met. The school has recently adopted the Qualification and Curriculum Authority's (QCA) schemes of work for all subjects which are being implemented effectively. Developing schemes of work in all subjects was a key issue in the last inspection and the school has now addressed this key issue successfully. However, as these schemes are new to the school since the beginning of the current academic year, there is an awareness that some need to be adapted to the particular needs of the pupils. The national strategies for literacy and numeracy have been successfully implemented and this has a positive effect on raising standards in English and mathematics. The planning for literacy and numeracy work is good and the subjects are taught effectively throughout the school.
31. The curriculum for pupils with special educational needs is good and individual education plans (IEP) are prepared well by staff. They have access to the full curriculum and receive good quality support both in lessons and when withdrawn for specific, targeted work. Their progress is monitored closely to ensure that they are learning effectively, especially in literacy and numeracy.
32. The curriculum currently includes topics related to personal, social and health education. The teaching of sex education and drugs misuse to older pupils is through the science scheme of work, but the governors have not produced a policy for both topics. It was not available at the time of the previous inspection.

33. The school ensures that all pupils have equal access to the curriculum. All are fully included in the life of the school, enabling them to gain from the many learning and social opportunities provided. There is a high level of support provided to ensure that literacy skills in particular are improved, thus enabling other subjects to be taught and understood more effectively. This may mean that some pupils are withdrawn from the class for extra language or reading work, or support is available during the lesson.
34. The curriculum is enhanced by a good range of visits as the school makes good use of the wealth of opportunities London has to offer. Of particular note is the poetry and art project the school was involved in with the Royal Festival Hall. This culminated in the pupils' work being on show there, which was a source of great pride to them. In addition, sporting links have been developed with the nearby Oval Cricket Ground and the school's International Week brought in a wealth of visitors such as story tellers, dancers and theatre groups. All the extracurricular activities are arranged through the after school club where pupils can participate in, for example, ball games. A small fee is charged for attendance at the club. There is a thriving choir, but, currently, there is no opportunity for pupils to have private music lessons from peripatetic teachers.
35. The school has satisfactory links with the local community but this is an area that could be developed further. Members of the Spinnaker Trust are regular visitors to the school to lead assemblies and there are plans to involve the community more through arts projects, for example, by being the base for a theatre group. A recent connection has been made with the neighbouring secondary school through a joint bid to develop an adjoining piece of land. However, links with other secondary schools do not exist because of the very large number to which pupils transfer.
36. Overall, the school makes very good provision for the spiritual, moral, social and cultural development of pupils. This is an area that has remained very strong since the previous inspection and reflects the ethos and aims of the school.
37. Spiritual development is satisfactory. The daily act of collective worship takes place during the whole school and class assemblies where pupils have the opportunity to sit quietly and reflect during these times. Spiritual development is not promoted through the curriculum sufficiently, but it does occasionally occur, for example in music lessons and in the music chosen for entry and exit to assembly. In an information and communication technology introduction, Key Stage 1 pupils gasped in amazement as the teacher made the font on the screen grow bigger and bigger.
38. The provision for pupils' moral development is very good. All adults provide very good role models in the way they deal with each other and the pupils. From the earliest point of entry to the school, children learn to share and to help each other. They know right from wrong and are encouraged to reflect on how their actions may have an effect on others. The school's behaviour policy and strategies for dealing with inappropriate behaviour are applied consistently by all staff and, therefore, pupils know what is and is not acceptable behaviour. Rewards are given for being caring and helpful as well as for academic achievement and effort. Pupils are made to feel proud of their achievements when certificates are handed out at the weekly rewards' assembly.
39. There is very good provision made for pupils' social development. This is evident in the excellent relationships that exist at all levels in the school. Pupils of all ages are encouraged to care for each other and to respect the feelings of others. They have the opportunity to do this through taking on responsible roles such as class prefects, librarians and through the "buddy system" where older pupils mix with younger ones both in the class and in the playground. Year 6 pupils are given the responsibility to lead younger pupils back to their classes after assembly and different age groups are encouraged to sit together at the lunch tables. Social development is also enhanced through class assemblies where pupils share their thoughts or interesting pieces of news. All of these planned opportunities lead to a strong sense of community in the school and a feeling that all are valued and included.
40. The many cultures represented in the school are celebrated very well and the provision for cultural development is also very good. Colourful displays, such as one celebrating the Chinese New Year and another showing all the countries represented in the school, ensure that everyone's customs are valued. The recent International Week involved pupils, parents, staff and many outside visitors in a celebration of dance, music and food from around the world. Pupils learn calypsos in music and study

other religions in religious education. Cultural visits related to the arts provide further opportunities to develop an awareness of music and painting.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. Overall, the school makes satisfactory arrangements for the care and safety of its pupils. There are good levels of supervision and care with an adequate number of staff trained in first aid procedures. Satisfactory systems to record accidents and illnesses are in place. The school has adopted the local education authority's guidelines for Health and Safety. As the caretaker is the health and safety officer, he is able to be fully involved and effective in dealing with issues that arise. The school has some current health and safety issues, such as water coming through windows and roofs and in one case affecting the electrical system in the hall. Rotten window frames are also becoming a safety hazard.
42. The school has no formal policy for child protection, although there are guidelines and a named child protection coordinator on the staff. All members of staff are made aware of the guidelines on a regular basis, but the governors do not have a policy for child protection.
43. The school has good systems in place for monitoring and promoting attendance. Registers are checked regularly by the office staff and parents are contacted if they do not inform the school of the reason for absence. The education welfare officer is also involved in checking registers and following up specific problems. Punctuality has improved since the new entry hall was built as pupils now have to report there if they are late, to gain access to the school.
44. There are very effective systems for monitoring and promoting good behaviour. As a result, the school has been very successful in reducing oppressive behaviour to a minimum. The behaviour policy is clear and comprehensive and pupils understand the system of rewards and consequences. The strategies outlined in the policy are applied consistently throughout the school. The school has a good system for monitoring behaviour through monitoring sheets. These are then monitored on a regular basis by the acting headteacher who deals with persistent inappropriate behaviour effectively.
45. The monitoring and supporting of pupils' personal development are good, although the system is largely informal. It is successful, because teachers know their pupils very well and communicate effectively amongst themselves. A recently introduced record of achievement sheet will assist in monitoring academic and personal development. A policy for personal, social, and health education has been formulated, linking with assemblies and circle time which support pupils' personal development further.
46. The procedures for assessing pupils' attainment and progress are unsatisfactory. The school has rightly focused on assessing and recording achievements in literacy and numeracy. There are however, currently no detailed assessment records kept for any other subject. Assessment results are beginning to guide weekly planning. The school does carry out an appropriate number of assessment tests such as baseline assessment and optional tests, but it has not developed effective systems to analyse the data that arise and to use then to inform planning. The school is aware of these issues, but, as many of the staff are new to the school, there has not yet been the opportunity to develop the role of curriculum coordinators to the extent that they can undertake such work. The acting headteacher monitors pupils' work effectively. He carries out this exercise regularly and reports back to both pupils and teachers. In this way, he is able to assess progress made over time.
47. The provision for pupils with special educational needs is good and their progress is well tracked. Support staff regularly make notes on the work done during lessons which are used effectively in assessing attainment and progress. The statutory requirements relating to the pupils with statements of special needs are met appropriately.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. The evidence from the pre-inspection questionnaires and the parents' meeting shows that parents have very positive views of the school and are very supportive of the work done. Although only a small minority of parents completed the questionnaire, of those who did, 100% stated that their children liked school, they felt that behaviour was good, the school had high expectations and that the school helped

their children to become mature and responsible. The only two areas where a minority were less than satisfied was with homework and the range of activities offered outside lessons. Inspection findings do not support the issue of homework, as the school sets sufficient homework for the pupils. The range of extra-curricular activities is judged to be satisfactory. The school offers extracurricular activities through the after school club, the numerous excursions both in the near locality and further afield. This enhances pupils' learning in many areas of the curriculum.

49. The acting headteacher and his staff have worked hard to develop good links with parents and have been successful in making the school open and approachable. Parents are consulted on policies that directly affect them such as the home / school agreement and the homework policy. This helps to foster good relationships and a commitment to working in partnership. This has a positive impact on pupils' learning. Parents are also invited to class assemblies and have the opportunity to attend a parents' consultation evening each term. Parents feel welcome in the school and several come in to help on a regular basis, particularly with the younger pupils. The help they give with reading and other activities is valued by the school. Many parents hear their children read at home on a regular basis and sign the reading record books, as well as assisting with other homework tasks. Parents are also supportive of events held at the school and the Parents / Staff Association has recently been re-launched to further strengthen the home / school links.
50. The quality of information that is provided for parents is unsatisfactory, overall, although there are some good elements. For example, parents receive regular newsletters and useful curriculum information from each class teacher. A parents' notice board is also used to pass on important information. However the annual progress report that parents receive on their children is not satisfactory. It gives no written information about what pupils have attained or studied during the year in any subjects other than, very briefly, in literacy and numeracy. Grades are awarded for other subjects, but they are not based on National Curriculum levels and give parents no real indication of attainment. A good aspect of the reports are the sections for the pupils and the parents to comment.
51. Both the prospectus and the latest governors' annual report to parents have items missing that are statutory requirements. For example, one of the items missing from the prospectus is the statement of parental right to withdraw their child from religious education and collective worship. The governors' annual report has omitted, amongst other items, to put in information about the next election of parent governors. The school has yet to ensure that future documentation complies with Department for Education and Employment statutory regulations.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

52. The school is led and managed effectively by the acting headteacher who provides strong leadership and a very clear educational direction. The acting headteacher took up this post in the summer term of 2000. The school went through an uncertain period and experienced a very high staff turnover during the last two years. This had an adverse effect on the quality of education and standards. Since his appointment, the present headteacher has successfully established effective teamwork with the staff, most of whom are recent appointments. The school has improved significantly since then. Behaviour is now very good and standards are improving steadily. The quality of teaching is monitored very effectively and it is a strength of the school now. The national literacy and numeracy strategies have been implemented effectively.
53. Good planning and appropriate assessment procedures in English and mathematics have been devised and are being implemented successfully, but assessment in foundation subjects is underdeveloped. The headteacher is supported very well by the acting deputy, other members of the staff and governors in his task to lead the school forward. The school has begun to analyse the national and internal test results to track pupils' progress across the key stages. Teaching is monitored well by the headteacher and the co-ordinators monitor planning and audit resources. Their roles in monitoring the quality of teaching are not developed effectively.
54. The school has a very caring and positive ethos. Its aims and values are reflected very well in its practice. The school's development plan for the current year is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in order to take the school forward.

55. The governing body has a clear structure and their role in shaping the direction of the school is developing very well since the appointment of the acting headteacher. They have clear a understanding of the strengths and weaknesses of the school. Governors are very supportive of the headteacher who keeps them well informed about the work of the school. They visit the school regularly and have a clear strategic overview of the performance of the school. However, the statutory requirements in the annual report to parents and the school prospectus are not fully met, as some required information is missing.
56. The school has a strong commitment to special educational needs and invests considerable time, energy and funding in providing a thorough and comprehensive approach. The SENCO, manages the provision effectively, ensuring that the additional support that she and other staff provide is carefully targeted.
57. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum well, although most teachers have been at the school for less than two years. All teaching and support staff are conscientious and work effectively as a team. The classroom assistants are well qualified and experienced and make a good contribution to the progress made by pupils, especially the pupils with special educational needs. Arrangements for the professional development of all staff are good and are linked effectively to whole-school needs identified in the school development plan. A policy for performance management has been introduced to the staff and further arrangements for its successful implementation are planned.
58. The induction for the newly qualified teachers and new members of staff is good and they receive good support. In addition to the local authority training, newly qualified teachers are well supported by the head teacher and their mentors. Teachers and classroom assistants have undergone training in literacy and numeracy. At present, teachers' expertise in information technology is not sufficiently developed. However, the school has put together a good programme of training in information technology for all staff, in order to enhance their expertise in this area.
59. The accommodation is adequate and kept clean. Good displays of pupils' work enhance the learning environment. However, the building is in need of some urgent repair, especially the school hall. The roof of the hall leaks whenever it rains. This means that physical education lessons cannot be taught there on wet days and, therefore, the physical education curriculum cannot be delivered effectively. Recently, pupils' work displayed in the hall has been completely destroyed because of the bad condition of the roof. Resources have been improved significantly and are now good, overall.
60. School administration is efficient. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school's development plan. The specific funding for special educational needs is used effectively. The governors apply the principles of best value in all spending decisions and monitor its impact on financial planning closely. For example, several presentations by different contractors for building work were considered before a decision was reached.
61. The deployment of support staff is effective. Resources are used very effectively to enhance pupils' knowledge and understanding in most areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise the standards further and improve the quality of education the governors, headteacher and staff should:
- i. improve standards in science in Key Stage 1 by:
    - providing all aspects of the national curriculum programme effectively;
    - ensuring that pupils' investigative skills develop well (paragraph 3, 101);
  - ii. improve standards in music in both key stages by monitoring the time allocated for music (paragraphs 3, 137);
  - iii. develop the role of the co-ordinators in science and foundation subjects by:
    - giving them time for monitoring all areas of their subjects, including the monitoring of teaching;
    - giving formal feedback to teachers about their quality of planning and teaching;
    - reviewing the job descriptions to define their roles and responsibilities clearly (paragraphs 53,105);
  - iv. develop and implement appropriate assessment procedures for science and the foundation subjects (paragraphs 105,110,115,125,135);
  - v. ensure, in collaboration with local education authority, that the roof of the hall is repaired and maintained in order to deliver the physical education programme effectively ( paragraph 59);
  - vi. meet the statutory requirements, by providing the required information in the school prospectus, pupils' annual reports and governors' annual report to parents (paragraph 55).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

54

Number of discussions with staff, governors, other adults and pupils

17

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	21	62	15	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	202
Number of full-time pupils known to be eligible for free school meals	-	88

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	11
Number of pupils on the school's special educational needs register	5	66

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	88

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	19	11	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	18
	Girls	11	11	11
	Total	24	24	29
Percentage of pupils At NC level 2 or above	School	80 (97)	80 (93)	97 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	17
	Girls	11	11	11
	Total	23	25	28
Percentage of pupils At NC level 2 or above	School	77 (86)	83 (93)	93 (93)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	14
	Girls	9	9	9
	Total	24	23	23
Percentage of pupils At NC level 4 or above	School	80 (70)	77 (83)	77 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	14
	Girls	10	9	10
	Total	25	23	24
Percentage of pupils At NC level 4 or above	School	83 (77)	77 (91)	80 (95)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	52
Black – African heritage	37
Black – other	21
Indian	0
Pakistani	0
Bangladeshi	3
Chinese	5
White	54
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	22.4
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	9.0
Total aggregate hours worked per week	229

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	33

Total number of education support staff	2.0
Total aggregate hours worked per week	50

Number of pupils per FTE adult	11
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*FTE means full-time equivalent.*

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### Financial information

Financial year	1999/2000
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	£
Total income	646,834
Total expenditure	711,628
Expenditure per pupil	3,506
Balance brought forward from previous year	68,448
Balance carried forward to next year	3,654

## Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	53	37	11	0	0
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	42	32	11	11	0
The teaching is good.	63	32	5	0	0
I am kept well informed about how my child is getting on.	58	37	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	11	5	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	63	32	5	0	0
The school is well led and managed.	74	21	5	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	47	37	16	0	0

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

63. The provision for and teaching of children in the nursery is good. The overall quality of teaching, taking the nursery and reception together (Foundation Stage), is good. Children enter the nursery at the age of three and transfer into the reception class at the age of four. However, not all the children from the nursery enter the reception class as the school has a policy of admitting the brothers and sisters of its existing pupils first. Therefore, some of the children in the reception have no nursery or play group experiences. Some of these children speak English as an additional language. Attainment on entry to the nursery is generally lower than that expected of the nursery children in the borough, particularly in communication and mathematical awareness. As a result of the good quality support from teachers, nursery nurses and classroom assistants, children make good progress in the nursery and satisfactory progress in the reception class. The baseline assessment of children currently in the reception class indicates they are in line with the level reached by children of this age in the borough. By the time they are five, a majority reach the nationally recommended early learning goals.

#### **Personal, social and emotional development**

64. The development of pupils' personal, social and emotional development is a strength in the nursery and reception class. The nursery and reception staff provide secure environments with established routines in which children are encouraged to become more independent. The older children interact with other children and with adults with much greater confidence, demonstrating the effectiveness of the emphasis staff place on routines, good relationships and communication.
65. Children are attentive and well behaved. They willingly take on jobs such as handing out drinks and helping in tidying up. They show consideration in taking turns to listen to story tapes and to use the computer. They follow the class rules well, for example, the use of an egg timer to fairly share time on pedal cycles and scooters. Children were also developing their understanding of moral issues. In a personal and social education lesson in the reception class where ideas of right and wrong were raised, children made good contributions, expressing their opinions clearly as they held the 'talking pebble'. One child admitted liking to tear books. The teacher handled this confession of inappropriate behaviour very well through whole class discussion so that children realise that books must be looked after because they are shared by many children. This example is indicative of the excellent relationships between the teachers and children, and of the security of the environment they create.

#### **Language and literacy**

66. Overall, children enter the nursery with less well developed communication skills, but make good progress as a result of the good interaction with adults and other children and the wide range of learning opportunities provided. In the reception class, most children are on course to reach nationally recommended levels in their speaking, listening, reading and writing skills as they attain the age of five. This is supported by gradual introduction to the literacy aspects of the National Curriculum in the reception year. Listening skills are particularly well developed, with even the youngest children attending well to stories, instructions and information. All the children join in the reciting of familiar verses, stories and songs with enthusiasm.
67. The 'stage' area of the nursery is a very effective feature in encouraging children to sing, dance and perform to others, building their confidence in communication. Activities involving the home corner or finger puppets show that children can take on roles in their play. Children are beginning to recognise and use the symbols of written language using the magnetic alphabet board. A number of children can name some letters of the alphabet and can pick out their own name card. Children show pleasure in books, turn pages in the left to right sequence and can talk about the pictures.
68. Children in the reception class respond well to more formal introductions to literacy tasks. An effective 'show and tell' session makes a gentle introduction to the day. They responded well to questions. They take part in 'waking up' their writing hand by shaking and stretching it, ready to focus on a letter of the alphabet to draw in the air and then write. The oldest children form the letters, often neatly and evenly,

in lined booklets. They name most letters of the alphabet. The youngest, in the class for only a month, use sheets of paper to explore the shapes more freely. With help, many of the older children can write simple sentences and some can do so independently. Children have regular experiences of hearing story tapes and of language tasks based on big book stories. The children are making good progress in their reading. Younger children were able to recognise some words and to guess the story from picture clues, while some of the oldest children attempted simple texts with confidence. Children who speak English as an additional language are included in all activities and make good progress in learning English. Weekly sessions of 'buddy reading' with Year 5 pupils makes a good contribution to developing the reading skills of reception children.

### **Mathematical development**

69. The teacher assessment on entry to the nursery indicates that children's mathematical awareness is lower than that is expected for this age. Teachers place emphasis on teaching children to count to ten and children are making good progress in this area of learning. Good examples of this were observed in the nursery, with staff using a variety of questions to generate, for example, counting: "how many people?" and "how many pencils do we need?" In a counting song, children take turns to be the parent duck counting the 'ducklings' in the group. At the sand tray, children were becoming familiar with concepts of 'more' and 'less'. When running toy cars down an angled tube, they were considering the distance the car would travel. They are developing their understanding of number through a range of opportunities to sort, match and order play objects. Children were testing whether a headband they were making would fit by using the paper as a measure round another child's head.
70. In the reception class, children are developing good counting and number skills and identify missing numbers. They use number lines effectively to recite numbers on and backwards, and to use addition and subtraction. Most children are able to count on and backwards to 10, and some to higher numbers.

### **Knowledge and understanding of the world**

71. The range of children's knowledge and understanding of the world is wide on entry to the school but good planning and teaching mean that children make good progress in this area. The outdoor space in the nursery includes a garden digging area where children explore for small creatures and collect them in a soil tray so that they can observe them more closely. They plant flowers and understand that rain is good for plants. The computer is used well in the early years and children are developing sound skills in using the mouse and on screen menus. Many can operate the alphabet recognition program. In construction activities, they create toys and towers using sticky plastic building blocks and develop good co-ordination skills. In a reception class physical education lesson, a number of children could answer questions such as, "What does losing your balance mean?" and could then practise and demonstrate balance. Some could also answer questions about blood and circulation after exercise.

### **Physical development**

72. All children make good progress in developing their fine motor skills and eye-hand co-ordination. By the end of the reception class, the majority of children can control pencils and markers to write and draw with care.
73. The large outdoor area of the nursery has a wide choice of climbing and riding equipment. Children have plenty of room to move about and do so showing a good use of space. Children can use the apparatus independently and carefully and show awareness of safety rules. For example, in a lesson an obstacle course of tyres and boards was imagined as a route across crocodile-infested water. Here children showed good balance and co-ordination while walking carefully to be safe. In a music lesson, children showed good control and co-ordination while dancing to the movement to music. The reception children follow directions well and make good use of the space in the hall. They can mix the speed of their movement following the beats of a drum and show balancing skills when taking up different poses. In play times, the reception children show developing abilities with kicking and catching balls, and remain careful in using space.

## **Creative development**

74. Children's progress in their creative development is good. A wide range of creative activities are planned well. In music, nursery children built upon previous musical experiences by remembering the 'Tiger' song and most of the words and movements, and are able to link different musical phrases with their movement. The stage area is popular with the children and used very effectively. Groups were observed dancing with great enthusiasm to their favourite record "Bob the Builder", showing good efforts at singing and dancing.
75. Children learn to make collages, decorated headbands and paper shields. They cut and stick a range of papers and fabrics to producing collages and this helps them investigate textures and materials. Circle time in both nursery and reception settings provide opportunities for singing songs and reciting poems with actions, and for sharing what had been made. Children draw pictures and prints using a range of resources. All children take great pride in their work on display.
76. Teaching is good overall. Activities are well planned to cover all areas of learning. Training sessions have raised the awareness of other staff of early learning goals and teaching methods. The relationships and interaction between the adults and the children are very good. All the adults have knowledge of the abilities of the children and plan activities to give them confidence and develop and reinforce their skills. The contributions of the nursery nurses and classroom assistants are significant in the good standards achieved, as is the quality of liaison between nursery and reception and parents, some of whom volunteer time as helpers. The induction procedure for new children is also good. As a result, children are well motivated and are attaining well at tasks which are carefully paced and explained.
77. Both the nursery and the reception class are very well resourced. Some children appear a little overwhelmed by the choice and do not always concentrate for any time on one task before moving to another. The balance between teacher-directed and child-selected activity is appropriate for the younger children, but not so for the older children.

## **ENGLISH**

78. By the age of 11, pupils attain standards that are in line with the national average. Standards attained by the end of Key Stage 1 have declined in reading but improved significantly in writing. Standards have been maintained in Key Stage 2 since the last inspection whilst in Key Stage 1 they have deteriorated. In comparison to similar schools, standards are above average in Key Stage 1 and well above average in Key Stage 2. The school meets its targets satisfactorily in Key Stage 2.
79. Inspection evidence indicates that standards achieved by pupils, by the end of both key stages, are in line with the national average. This is due to the detailed analysis and planning, and a focus on developing the literacy strategy. Pupils with special educational needs and pupils with English as an additional language are making satisfactory to good progress. These pupils receive good quality support in the classroom. There is no significant difference between the performance of boys and girls.
80. All pupils have very good opportunities to develop their speaking and listening skills and standards are high. In every classroom, pupils listen intently to their teacher and to each other. Their confidence in speaking, including reading aloud from books or their own work, is effectively developed using a variety of tasks, such as role play, responding to questions and pair and group discussion. Pupils who speak English as an additional language are encouraged to participate fully in all these activities and make good progress. Pupils are encouraged to express their opinions clearly and this has a significant impact on their learning. In their introductions, teachers encourage pupils to develop a wide spoken vocabulary, explaining new and technical terms clearly so that pupils can use them with accuracy and confidence. Both standard and colloquial English is used appropriately. Younger pupils are developing well an awareness of audience and of appropriate intonation in, for example, reciting a rhyming poem or indicating a character's speech in a story. By the end of Key Stage 2, the majority of pupils can articulate their thoughts and ideas with confidence, answer questions with full and grammatically correct sentences and read aloud with expression.
81. In reading, pupils attain standards that are typical for pupils of this age and progress is good throughout the school. Pupils read a range of material: stories, poems, information texts and

worksheets. Throughout the school, pupils are effectively encouraged to share their reading at home. A number of pupils also visit their local libraries. Pupils express preferences in their reading, with some trying more challenging texts which meet these interests. By the end of Key Stage 1, most pupils are achieving in line with the national average. The most confident readers read fluently and expressively and correct their errors when reading unfamiliar words. Less confident readers are more hesitant, but many have good strategies for tackling unfamiliar words, including using phonic and picture clues. Many of the older Key Stage 1 pupils have some notion of the difference between fiction and non-fiction, and that fiction is arranged in alphabetical order. A number are aware of terms such as 'author', 'character', 'contents' and 'index' in relation to books and their layout. These skills are built upon effectively in Key Stage 2, so that by the age of eleven, pupils are close to or exceeding the expectations for their age. More pupils read with greater fluency, expression and a varied intonation. There is greater awareness of character and story development and an ability to predict the outcomes of a story. Many have made a good start in developing their independent research skills using a range of written materials.

82. Writing standards are typical of the pupils' ages. Pupils are making good progress, particularly in presentation and handwriting. This is due to the strong emphasis that the school places on improving pupils' presentation skills. Pupils throughout the school have satisfactory experience of writing for a range of purposes such as planning and writing stories and poetry and preparing instructions, reports, diaries and letters. The literacy hour is proving effective in building pupils' skills in spelling, grammar and punctuation, as well as extending their knowledge of a range of texts. All pupils have opportunities to use the computer to redraft stories and poems. Regular handwriting practice is helping pupils to develop an evenly formed, joined script. In Key Stage 1, pupils are developing well their writing to build sentences, to write simple stories, or to retell stories in their own words. There are good examples of description to mark their visit to the Royal Festival Hall and information about the school is presented in carefully produced leaflets. In Key Stage 2, story planning is a good feature contributing to creating an effective final version. In Year 3 for example, pupils plan the stages of a story based on "Jack and the Beanstalk". In Year 5, pupils plan their own versions of a myth or legend considering, at each planning stage, the main features of the genre. These strategies are contributing to extending pupils' writing. The youngest pupils have a sound grasp of basic punctuation, while the oldest pupils frequently use more complex punctuation, such as paragraphing and speech marks, and are grasping the distinction, for example, between hyphenated words and the dash mark. Pupils are developing a good understanding of speech and the use of grammar in writing tasks. However, further attention is needed to the more regular use of pens rather than pencils by pupils in Year 6.
83. The teaching of English is good overall, with some very good teaching. Teachers have good subject knowledge and know their pupils' needs. Planning for the literacy strategy is very thorough. Features of effective teaching include high expectations, appropriate challenge and pace in the work set and very good relationships with pupils which leads directly to high levels of motivation and behaviour. Targets for the work are made clear at the start of lessons and most tasks are completed in the time allocated. Questioning and explanation in introductions are particularly effective. Teachers use questions skilfully to challenge and guide learning and to ensure pupils understand new concepts and terms. Pupils with special educational needs or with English as an additional language are well supported and work is planned to meet their needs. Good teaching leads directly to well motivated pupils responding quickly and sensibly to every task, and aiming to do their best. There are good systems in place for assessing and recording pupils' progress in all aspects of English. Work is regularly marked and praise given where due, but comments do not suggest any strategies for improvement. Teachers often provide pupils with appropriate homework.
84. The National Literacy Strategy is well established and the additional time given to develop literacy is proving effective. The curriculum for English meets the statutory requirement and supports the work of all other subjects. Optional tests for pupils in Key Stage 2 are helpful, identifying those in need of additional help.
85. Although very new to the post, the highly motivated co-ordinator for English is already making a difference, particularly in assessing what their pupils need to learn and in the development of reading. There are good plans for the further development of the subject and the assessment of pupil progress. Other aspects of the role, such as monitoring of teaching, have been clearly planned and are being developed. Classroom assistants make a very good contribution to pupils' progress. Resources for all aspects of English are very good and used well. Although space for the fiction and non-fiction libraries

is limited, the libraries are attractively laid out and contain a large number and very good range of books, including texts to meet pupils' interests and to challenge all levels of reading attainment. Library books are in the process of being catalogued.

## **MATHEMATICS**

86. By the end of Key Stage 1 in the 2000 national test, pupils attain standards that are below the national average. This is a decline in standards of attainment since 1999. However, pupils' standards are well above those attained by pupils in similar schools. There has been a rapid improvement in pupils' work in recent months as the school's staffing has become more stable. By the end of Key Stage 2, pupils attain standards that are below the national average which is lower than the standards attained in 1999. Approximately 10 per cent of pupils attained level 5 in 2000 national tests. There is no significant difference between the performance of boys and girls. Attainment in the national tests has fluctuated since the last inspection as a result of the many changes in staffing that pupils have experienced.
87. Inspection evidence indicates that attainment in mathematics is in line with the national average by the age of seven, and also by the age of eleven. There is evidence that standards are now improving rapidly because of the successful implementation of the Numeracy Strategy. Pupils across the key stages make good progress in developing appropriate mathematical skills.
88. In Key Stage 1, pupils can sort, match and sequence numbers correctly and are beginning to recognise patterns, including odd and even. They count a set of objects and understand that if the objects are rearranged then the number stays the same. They add and subtract simple numbers with growing confidence. Many pupils are able to identify and name a range of two-dimensional shapes with confidence. They handle data, sort objects using various criteria and display results with simple graphs.
89. In Key Stage 2, pupils reinforce and develop further their number skills using the four rules. They recognise patterns and are beginning to use them in their calculations when developing pencil and paper methods. Their understanding of place value is developing well and older pupils recognise the equivalence of fractions. They can order a set of decimal fractions correctly and round them to the nearest whole number. In measuring, they make reasonable estimations before taking accurate readings with standard units. Most pupils can collate data and draw and analyse graphs based, for example, on a class questionnaire or a local study. These results are sometimes, but not often, recorded using computer-based graphical applications.
90. Older pupils are gaining a good understanding of angles, co-ordinates and symmetry. They can recognise and name a range of two- and three-dimensional shapes, such as octagons, pentagonal prisms and triangular-based pyramids and can describe their characteristics and properties. They have heard of dodecahedrons but do not know they have twelve sides. A more able Year 5 pupil was able to make an estimate of this by using her excellent phonic skills to break down the word. Pupils can tell the time from clocks accurately.
91. Pupils' ability to calculate mentally is reasonably good as a result of the daily opportunities their teachers give them to practise. Their knowledge of number bonds and multiplication tables is usually good, as is their ability to transfer the mathematical skills they learn to problem-solving situations. Pupils' mathematical vocabulary is usually well developed and as a result they can use the language of mathematics well to describe their thinking and reasoning.
92. Pupils' attitudes to learning and their behaviour are good in Key Stage 1 and very good in Key Stage 2. Pupils throughout the school concentrate for sustained periods of time. They show interest in their lessons and are generally well motivated. They show respect for their teachers and cooperate well with one another in paired and group work. The teachers encourage an atmosphere of teamwork when they afford pupils short amounts of time in which to discuss the possible answers to arithmetical calculations. Pupils respond well to these opportunities, using them to deepen their understanding.
93. Pupils with special educational needs make good gains in their learning over time and are supported well by Learning Support Assistants and Classroom Assistants. Pupils who speak English as an additional language make good progress across the key stages. Their good progress in learning to speak and write English enables them to understand mathematical concepts more easily. Higher attaining pupils learn more quickly when they are involved in weekly extra-curricular mathematics

master classes at Brunel University. The subject coordinator has been instrumental in providing this first class enrichment of the curriculum.

94. The quality of teaching is good in Key Stage 1 and Key Stage 2, with examples of very good teaching throughout the school. Teachers start the day, for instance, with quick-fire mental arithmetic sessions held during morning registration. As a result, pupils respond more quickly and the lessons proceed at a brisk pace. Teachers ask open-ended questions well and make sure that pupils have the chance to respond. Learning Support Assistants are helpful and sympathetic in prompting and guiding those with special educational needs. The assistants have a good knowledge of their pupils' special needs and are prepared well for lessons by the class teachers, the individual education plans and by their own preparations. When pupils provide verbal answers, teachers hesitate and double-check the accuracy in front of the class. In this way, they encourage pupils, by example, to check their own answers and evaluate their own progress.
95. Teachers use the strategies in mathematics effectively in other subjects. They hold plenary sessions in the style of the Numeracy Strategy, for example, at the end of music or physical education lessons. Teachers are using the tactics used in mathematics in other subjects and pupils quickly become familiar with new knowledge as a result. Mathematics provides a model of leadership and curriculum development for other subjects. However, teachers do not enable pupils to use their skills in mental mathematics enough in other subjects.
96. Teachers throughout the school employ very good strategies to manage pupils' behaviour. Most teachers have very good subject knowledge. They show skill in making mathematical concepts a reality by, for example, having pupils enact the steps in an equation. Teachers show a gift for explaining concepts clearly and pupils understand them more quickly and easily as a result. They have high expectations of what pupils can achieve. Some classes succeed in having fun with numbers and developing a sense of wonder at the possibilities. Teachers provide very good role models for their pupils, both in their personal approaches and also in displays of famous, black high-achievers.
97. The opportunities for pupils to talk about mathematics and to explain their thinking in reaching answers are good. The way that teachers use open-ended questions and an investigative approach to encourage mathematical thinking is effective throughout the school. As a result, pupils learn to think mathematically and are developing a good basis for analytical thought. Teachers use resources very effectively and pupils are used to using these resources regularly. They do not use ICT as often as they might in the teaching of mathematics. Homework is used effectively to enhance pupils' learning in mathematics.
98. The curriculum reflects all aspects of the Numeracy Strategy and the National Curriculum. Teachers make formal assessments of pupils' attainments regularly in each year of Key Stage 2. The school analyses the national test results well but the analysis is not used effectively to inform future planning.
99. Mathematics is very well led and managed. The subject coordinator, the headteacher, and the local education authority monitor, support and evaluate teaching effectively. Mathematics is taught well because of this good guidance. Teachers ensure that the subject is taught consistently. The school has invested heavily in the improvement of standards and the quality of teaching and learning in mathematics and this investment is now giving very good value for money.

## **SCIENCE**

100. The Year 2000 National Curriculum teacher assessments show that standards at age seven are just below the national average. Results in the Year 2000 national tests show that pupils attain standards well below the national average at age 11. In comparison to similar schools, standards are average overall. Over the past three years there has been a decline in standards. An analysis of test results show that this is partly due to small cohort groups and also due to the high staff turn-over during the last two years.
101. During the inspection, the standards of attainment of the pupils at the age of seven were below the national average but standards attained by the 11 years old pupils are in line with the national average. This shows a decline in standards since the last inspection.

102. In Key Stage 1, pupils successfully develop their knowledge and understanding of the properties of different materials and recognise that materials are chosen for different purposes on the basis of their properties. In Year 2, pupils study plant life and identify correctly the differences between living things, such as plants and animals. Many pupils demonstrate well an understanding of the basic forces of push and pull. However, the volume of work is limited and the activities provided lack challenge. As a result, higher attainers do not attain the standards of which they are capable.
103. In Key Stage 2, pupils investigate to understand, for example that materials, such as metals that are good electrical insulators are also good thermal conductors. Older pupils carry out experiments effectively to find out the effect of forces, such as the effect of the weight on the elasticity of elastic bands. In Key Stage 2, pupils study properties of materials, such as metals, and the impact of forces in depth. They understand that the force of gravity keeps us on earth and recognise that friction is a force that acts between two objects. They experiment effectively to show the properties of solids, liquid and gas and record their findings from evaporation and condensation, using a clear format for recording their findings. All pupils, including the pupils with special educational needs, enjoy investigative work and recognise the importance of fair tests. In both key stages, pupils' literacy skills are used well. Many respond confidently and are encouraged to express their ideas clearly and fully when answering questions. Pupils with special educational needs make good progress in relation to their prior attainment. They are supported well by the staff who are fully aware that they can succeed in the practical aspects of science.
104. The quality of teaching is satisfactory. Lessons are planned thoroughly, and clear learning objectives are highlighted for pupils at the start of each lesson. As a result, pupils know what they are expected to learn. In the most successful lessons, there is very good management of pupils and of resources. Teachers' skilful questioning techniques encourage thinking and lessons are conducted at a brisk pace. Expectations are high and activities are challenging. These were seen in a number of lessons where very good planning and delivery of the lesson mean that pupils develop investigative skills well.
105. The acting deputy headteacher had taken up the position of the co-ordinator only a few weeks before the week of inspection. Her role in monitoring teaching is insufficiently developed. The headteacher monitors teaching well and staff receive good quality written feedback from him. Assessment procedures are not well developed and, as a result, pupils' progress is not tracked effectively. Teachers record the coverage of the elements taught satisfactorily and some teachers evaluate their lessons. The science policy has been reviewed and the Qualification and Curriculum Authority's scheme is being adopted successfully.

## **ART AND DESIGN**

106. The standards, when compared with those expected of pupils of a similar age nationally, are satisfactory for pupils of all ages and have been maintained at a similar level since the last inspection.
107. Pupils make good progress in their learning in Key Stage 1 and satisfactory progress in Key Stage 2.
108. Pupils in Key Stage 1 use a wide range of media and techniques successfully in their work. From an early age they are introduced to colour matching and mixing and can produce attractive artwork using pastels, crayons, pencils and paint. For example, children in the nursery and reception work with an artist from Brixton Art Gallery to design flags for their 'International Week'. Reception children make a collage of the world map showing where their families living in different parts of the world. In Year 1, pupils draw self-portraits successfully. In Year 2, pupils explore ideas for design in observational drawings and represent them in a paper collage of dry leaves and twigs using different coloured papers. Pupils in Year 5 paint beautiful pictures of still life subjects, with a good eye for detail including texture, shading and shadows. The 'Art Gallery' in Year 3 displays very good self-portraits reproduced very effectively in the style of the artist Seurat. Pupils do not have their own sketchbooks, which they need to use for planning work, mark making, observational drawing and trying out new techniques. Examples of the work in art is limited in Key Stage 2 and pupils have few opportunities to experiment with a range of media and make their own decisions as to the effectiveness of one technique over another.
109. Only one art lesson was seen during the week of inspection. Based on the scrutiny of teachers' planning and pupils' work, as well as the lesson observed, teaching is judged to be satisfactory.

Teachers plan well and create a positive atmosphere that enables pupils to concentrate and produce their best efforts. Pupils are very enthusiastic about their work, discuss it in depth and behave well. There are few examples of art work in Key Stage 2.

110. At present, there is no co-ordinator for art and there are no formal assessment or recording procedures in place. The school has begun to use the Qualification and Curriculum Authority's scheme of work. Resources are adequate.

## **DESIGN AND TECHNOLOGY**

111. Only one lesson was taught during the inspection. However, evaluation of standards also included scrutiny of pupils' work and teachers' planning, discussions with the subject coordinator, staff and pupils. On the basis of this evidence, attainment is judged to be just in line with national expectations by the age of seven and also by the age of eleven. Standards in design and technology have been maintained since the previous inspection.
112. In Year 1, pupils are adept at cutting and arranging pieces of fruit in a fruit salad. They answer questions accurately and with a strong sense of curiosity. They experience a sense of wonder when a melon is cut in half and displayed to them. In Year 6 pupils have made moving toys of sound quality. They used this work in a literacy lesson to write poems.
113. Pupils with special educational needs make satisfactory progress in relation to their prior attainments. Pupils who speak English as an additional language also make satisfactory progress. Pupils do not have the opportunity to use ICT enough to design, make or record their work and, consequently, lose the chance of appraising their standards. Pupils' attitudes to learning and their behaviour are good throughout the school.
114. The quality of teaching is sound. Some design and technology projects have provided an exciting challenge for pupils. Explanations of what is required are clear and lines of questioning are skilful. As a result, pupils have good understanding of the technology of food. However, little is taught about design and there is too much emphasis upon manufacture. In a number of classes the difference between art and design and design and technology is unclear. In Year 4, most work is art based and the focus upon design and technology has been limited. In Year 5, teaching is well structured and pupils have learned how to conduct a rigorous analysis of different foods with an appropriate emphasis on a healthy diet. They have also learned usefully about packaging in Year 5 and Year 6. Pupils are not confident with a wide range of tools or in using a range of different materials.
115. There is no subject co-ordinator. The policy is considerably out of date, having been written in 1995 and not reviewed since. The school refers to using the new QCA scheme of work but this is not evident in weekly timetables to a sufficient degree. Assessment is not in place yet. Teachers and pupils are hindered in their teaching and learning by a lack of resources.

## **GEOGRAPHY**

116. It was possible to observe only one geography lesson in each of the key stages. From this, from a scrutiny of work and displays and by talking to pupils, standards are judged to be satisfactory in both key stages. Progress overall is also satisfactory. Pupils with special educational needs and with English as an additional language make appropriate progress. Standards in geography have been maintained since the previous inspection.
117. Pupils in Year 2 were observed studying photographs of the school area and were able to suggest, in discussion, where the buildings were and how they were used. This showed their increasing grasp of direction and a related vocabulary. Pupils in Key Stage 1 develop mapping skills satisfactorily. This was shown in, for example, pupils illustrating their routes to school. Other work, such as looking at the seaside environment and a study of the island of Saint Lucia, provide good examples of building experiences of comparing and contrasting environments.
118. Pupils in Year 4 compare the facilities of an Indian village with the school's locality effectively. The pupils' response to questions showed a developing understanding of a different way of life in the different locations and they produced posters to illustrate the goods on sale in the Indian village. Fewer

examples of Key Stage 2 work were available, but satisfactory atlas and map work skills are shown in, for example, the labelling of continents on a world map, and indicating the changing map of Europe since the Second World War.

119. Good teaching was a feature of the lessons observed. Good features of the teaching in geography included clear introductions, building on the previous work, good pace and effective classroom organisation. These aspects generate lively discussion and attention to detail when pupils start work. Pupils were motivated by the tasks and followed instructions well. Good examples of planning were also seen in teachers' records.
120. The co-ordination of the subject is developing satisfactorily. Resources are good overall. However, the time available for geography is insufficient.

## **HISTORY**

121. Standards in history are satisfactory, with some good features in both key stages. Good curriculum, organisation and teaching of the subject is leading to good progress in both key stages. Pupils with special educational needs and with English as an additional language are making satisfactory to good progress throughout the school. Standards have been maintained since the previous inspection.
122. At the end of Key Stage 1, attainment is in line with national expectations. Pupils in this key stage show a growing awareness of change as time passes and are developing a good understanding of how people lived. They show a lively curiosity in their discussions and a good recall of earlier learning. For example, in work on the Victorian period, pupils' sketches in the area and a study of photographs leads to animated discussion on the main features of Victorian houses in comparison with more recent buildings.
123. At the end of Key Stage 2, attainment is in line with national expectations. Pupils are fully engaged in their history topics, use reference materials effectively in their writing and take part in lively discussion about what they have learned. They are developing good skills in enquiry and show a sound understanding of chronology. For example, in a study of census returns, pupils can compare changes in mobility, occupations and family size between the 1841 and 1891 census, and produce graphs to illustrate the changes. When studying life during the Second World War, they show empathy with the experiences of evacuee children through role play and writing postcards home. Work on Ancient Greece shows an ability to scan various sources to seek information for writing and illustration.
124. Overall, the teaching of history is good. The best features of good teaching included good subject knowledge, the thorough planning of varied tasks, a brisk pace and introductions to tasks which draw on previous learning. Teachers have high expectations and clear objectives which are shared with the pupils. Resources are used effectively. Classroom assistants are fully involved in planning and make a good contribution to pupils' progress. Another notable feature is the very good relationship with pupils which promotes the positive learning environment. As a result, pupils respond very well, show concentration, good collaboration in groups and work hard.
125. The history curriculum is sufficiently broad, with a variety of methods for pupils to respond, including role play, graphs, letters and posters. This makes a valuable contribution to progress in literacy and numeracy. However, the successful school focus on literacy and numeracy does limit the time available for history and needs further review, with the scope for using history sources within literacy and numeracy time being a consideration. Resources are good, but the procedures for assessment and recording of pupils' progress in history are unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. Five lessons were observed during the inspection. The evaluation of standards also included scrutiny of pupils' work, examination of teachers' planning and discussions with the subject co-ordinator, governors, staff and pupils. By the end of both key stages, attainment is in line with what is expected of pupils of this age. Children generally enter the school with very few ICT skills. Time tables for all classes indicate that pupils throughout the school have been provided with too few chances to use a computer in their work in recent years. However, teachers are now increasing these opportunities. Teachers have not had enough specific training and there have been many changes of staff in the last

three years. As a result, pupils have not learned as much as they should have. Standards are usually higher where pupils have access to the Internet at home, as they do in about 50 per cent of cases. Teachers make some use of specific terminology but not sufficiently to improve pupils' awareness.

127. In Year 1 and Year 2, pupils are familiar with a number of basic programs. They have learned how to use the computer mouse to move the pointer on the screen and to click on various icons in a simple graphics application. However, their knowledge and skills are not sufficiently enhanced to improve their standards.
128. Year 3 pupils are improving their ICT capabilities well in using databases and graphs as well as their standards in literacy. Most Year 4 pupils create a range of simple graphs from data collected satisfactorily. They have not, however, compared pie charts with bar charts or line graphs to decide which types best exemplify their figures. Most pupils in upper Key Stage 2 open and close files successfully and run applications, but a few are not sure how to save their work on a floppy disk. Their knowledge and understanding of key skills are developing satisfactorily. They know, for example, how to use the minimize or maximize buttons, and how to cut and paste objects or text from one application or file to another. Pupils in Year 5 learn quickly how to combine text and artwork and then produce printouts. Some pupils have written and word-processed memorable poetry about the pain associated with being bullied.
129. Most pupils in Year 6 have used spreadsheets effectively to model or record data. They are learning how to build simple databases and how to search them for specific information. Pupils have not yet been able to create multimedia compositions because of the lack of sufficient access to appropriate hardware and software. Their knowledge, understanding and use of the Internet are unsatisfactory because there are not enough links to the Internet around the school. This lack of access is particularly pronounced in the computer suite, which is otherwise a very good facility.
130. Pupils in both key stages, identified as having special educational needs, make good progress. Use of ICT helps these pupils to improve their standards whilst remaining included in mainstream education. The use of a new assessment scheme for these pupils has a very positive effect on their standards. The school's records show that some pupils have improved their reading age and their cognitive ability by 14 months in the space of six calendar months.
131. Pupils do not use ICT sufficiently in other subjects. The quality of their learning about ICT, is therefore, not as high as it could be. In science lessons, for example, pupils improve their word-processing skills, but do not improve their scientific knowledge enough by using databases or through recording the activities of animals or birds in their natural habitats. Pupils in geography are infrequently challenged to use ICT as a part of learning about the weather.
132. Pupils' attitudes to learning and their behaviour are good. They listen attentively to instructions, concentrate well, react with enthusiasm and handle resources with care. They also show wonderment at what computers can do and are keen to learn. Pupils show that, with good guidance, they are well motivated and learn quickly.
133. The teaching observed during the inspection was consistently good. Although teachers have had some in-service training, their lack of subject knowledge has restricted pupils' learning. Learning support assistants are used effectively to support pupils in their computer work, particularly with the groups taught in the computer suite. Teachers give pupils clear explanations to show what they have to do.
134. The subject is led satisfactorily by the recently appointed co-ordinator. Resources for ICT have been improved significantly over the last two years and a learning support assistant is deployed for two days a week exclusively to support learning about ICT. Teachers have begun to receive in-service training in the use of ICT. Other co-ordinators have become involved in guiding the use of ICT to raise standards in literacy and numeracy. The school's long-term planning for ICT is not sufficiently developed. Also, the ICT policy is out of date. Teachers use the QCA scheme of work satisfactorily and this provides a focus on the development of skills and knowledge from year to year but it is not interpreted to meet the needs of Ashmole children.
135. The procedures for assessment are good in principle but have not been used much in practice. The school is now trialling methods for teachers to assess attainments but has not yet included

opportunities for pupils to evaluate their own achievements. The subject coordinator is planning to keep a portfolio of pupils' work that is assessed and moderated to indicate the standards that can be attained.

136. Hardware resources are good in the ICT suite and satisfactory elsewhere. All classes have computers, and some have access to the Internet. Software resources are good. Computers with CD ROM facilities are available for individual research in the computer suite but not yet in a library setting. The school's ratio of pupils to computers is now about 15 to 1 (against a national average of 12.6 to 1) which is less than is necessary to improve pupils' attainments significantly. The headteacher plans to improve the skills of many staff through training provided via the national 'New Opportunities Fund' scheme.

## **MUSIC**

137. Six lessons were observed during the inspection. Evaluation of standards also includes discussions with the subject coordinator, staff and pupils. Attainment is below the nationally expected level by the age of seven and also by the age of eleven. Standards have deteriorated in both key stages since the last inspection when they were judged to be good in Key Stage 1 and very good in Key Stage 2. Pupils have been provided with too few chances to compose, perform or appraise music in recent years. Their enthusiasm is high but their musical knowledge is low. Although there is much to be done to make up for lost time, the very recent appointment of a teacher and co-ordinator who is also a well-qualified, professional musician is rapidly helping to improve matters.
138. In Year 1 and Year 2, when pupils learn to sing calypsos they develop a satisfactory understanding of new terms such as dynamics and expression. Most pupils can sing in tune but have more difficulty keeping time. They are beginning to understand how changing the amount of volume used affects the way a song sounds. In Year 2, most pupils can successfully make up their own musical notation to describe sounds they make.
139. Pupils in Year 3 think of music as a construction of sound and think more musically because of the teacher's skill and excellent subject knowledge. However, the lessons are short and, therefore, the teacher has little time to check their understanding. Instead, just as they start coming to terms with echoes and dynamics the lesson ends. This hinders the progress they need to make to bring their musical knowledge to a satisfactory level. Lessons are too short in a number of other classes as well, causing similar impediments to learning. Year 4 pupils explore concepts such as pitch, duration, rhythm, timbre and structure with some success relative to their previously low attainments.
140. The singing of pupils in upper Key Stage 2 is often enthusiastic but can be raucous at times. They are making good progress because the teacher's expectations are high and her exhortations are powerful motivators. They are learning, for example, to sing popular songs in harmony, not always tunefully but usually with gusto. Pupils in both key stages, identified as having special educational needs, and those who use English as an additional language, make sound progress relative to their prior attainments. Pupils do not use ICT much to compose music or to record their performances. As a result, they miss the opportunity to appraise their standards or to celebrate their achievements.
141. Pupils' attitudes to learning and their behaviour are usually good throughout the school except in Year 6. They listen carefully to instructions, concentrate well and react with enthusiasm, but many pupils have not been taught to handle resources with care and many instruments are stored in very poor condition. Many pupils enjoy the extra opportunities to sing in the school choir at lunchtimes.
142. The teaching observed was all by the music coordinator. Its quality is good and sometimes very good. The teacher explains her aims and objectives clearly and provides good individual guidance for pupils. There is much work to do to improve pupils' skills up to a basic level but they are currently not given enough opportunities to use musical instruments. This is due to the school's very poor resources. The knowledge of other staff has not been sufficient to help pupils develop their knowledge and ability in recent years.
143. The co-ordinator leads the subject very well. The policy is seriously out of date having been written in 1996. The school plans to use the new QCA scheme of work. Pupils have far too few opportunities to

learn music from different cultures. Teachers and pupils are considerably hindered in their teaching and learning because resources are poor in quality and quantity.

## **PHYSICAL EDUCATION**

144. Attainments are in line with the nationally expected level by the age of seven and eleven. Pupils with special educational needs make good gains in their learning over time. Pupils who use English as an additional language also make good progress by the age of seven and by the age of eleven.
145. In Key Stage 1, pupils can traverse benches in different ways, can hop on alternate legs, travel backwards and finish with well defined backward or forward rolls. Many pupils can put away large equipment safely and sensibly. They participate in warm up activities with a great sense of fun. Their movements are lively but pay good attention to safety. Pupils are developing an increasingly good control over their movements in dance and can coordinate simple, rhythmic patterns well.
146. In Key Stage 2, pupils are getting good experience of swimming using different strokes and, by the age of eleven, the majority can swim at least 25 metres comfortably. By the age of nine, about 50 per cent can swim using the overarm stroke and all can float at will. In games such as cricket, the more able show some promise and skill in batting, by placing the ball between fielders and stealing the quick run. Others are good at taking high catches but less experienced in catching the low ball. Boys and girls are given equal opportunities to do well and they take these gladly.
147. Pupils' attitudes to learning and their behaviour are good in Key Stage 1 and Key Stage 2. They concentrate well and show interest in their lessons. They show respect for their teachers and usually cooperate well with one another in paired and group work.
148. The quality of teaching is usually good in Key Stage 1 and Key Stage 2. Teachers' subject knowledge is good and lessons are well planned. They have high expectations of what pupils can achieve. Teachers know their pupils well and put them to work co-operatively in groups. Teachers pay good attention to health and safety issues and help pupils to consider the technicalities of movement, dance, swimming or games systematically.
149. When teaching is less effective, it is because lessons are too short. Thirty minutes is not long enough for pupils to develop their skills and knowledge. Teachers do not have enough time in short lessons to check understanding or use pupils to demonstrate new skills in plenary sessions. Teachers usually employ good strategies to promote good behaviour but occasionally need to consider where they stand in the class to always have a firm control over events. There is no co-ordinator for physical education and the quality of teaching is not monitored. Teachers have reasonable guidance from the policy and the QCA scheme of work. Resources are satisfactory.

## **RELIGIOUS EDUCATION**

150. Attainment of pupils at ages seven and 11 are in line with that expected for pupils of these ages in the Qualifications and Curriculum Authority's scheme of work. Standards have been maintained at a similar level since the last inspection.
151. Pupils at the end of Key Stage 1 show that they have sound knowledge of Christianity. They read stories from the New Testament and learn that parables are stories with meanings about everyday life. At the end of Key Stage 2, pupils demonstrate satisfactory factual knowledge of the major religions, such as Hinduism and Islam, and particularly of Christianity. Pupils in Year 5 learn about Muslim beliefs and religious rituals, such as washing before prayer and removing shoes in the mosque. Pupils study the architecture of a mosque and explore what a sacred text, such as Qur'an means, developing the concept of 'holy' and 'being revered'. By the time they are ready to leave the school, pupils have an appreciation of the main traditions and are able to identify the significance of each faith's festivals and celebrations.
152. Teaching in religious education is satisfactory. Teachers have satisfactory subject knowledge and plan lessons well. They ensure that pupils' gain in knowledge and understanding of different religions make a good contribution to their spiritual, moral, social and cultural development. However, teachers do not

plan for the subject consistently across the school and consequently pupils do not make the progress of which they are capable.

153. The co-ordinator had taken up this position just five weeks before the week of inspection and has started to monitor planning and aims to evaluate the scheme of work at the end of the year. The school uses the scheme of work by the Qualification and Curriculum Authority. Resources are adequate to deliver the curriculum.