

INSPECTION REPORT

Heathbrook Community Primary School

London

Lambeth

Unique Reference Number : 100566

Headteacher : Mr M Bunce

Reporting inspector : Mrs E M D Mackie
23482

Dates of inspection : 20 - 24 September 1999

Under OFSTED contract number: 706527

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

Type of control : County

Age range of pupils : 4 - 11

Gender of pupils : Mixed

School address : St Rule Street
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Telephone number : 0171 6224101

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Appropriate authority : The governing body

Name of chair of governors : Mrs A Newbery

Date of previous inspection : February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Diana Mackie, RgI	Art Under fives English as an additional language	Attainment and progress Teaching
Mr Husain Akhtar, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Curriculum and assessment
Mr Christopher Bolton	English Physical education	
Mrs Cecelia Davies	Mathematics Design and technology Information technology	Leadership and management
Mr Terence Payne	Science	Spiritual, moral, social and cultural development
Mr David Price	Music Special educational needs History Geography Religious education	Attitudes, behaviour and personal development Efficiency

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MAIN FINDINGS

What the school does well

Most pupils make good progress and, by the time they are eleven years old, their attainment in English, mathematics, science and information technology is above the national average. Attainment in music is very high.

- Pupils with special educational needs and those who speak English as an additional language make very good progress.
- Pupils behave well and have very positive attitudes to their work.
- Teaching and curriculum provision are very good for children under five and good at Key Stages 1 and 2.
- Relationships in the school are very good and there is a very positive ethos.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Partnership with parents and the community is good.
- The headteacher provides high quality leadership for the school, the governing body fulfils its role very well and the school is run with a high level of efficiency.

Where the school has weaknesses

- I. The school has no major weaknesses.

This is a very good school whose strengths far outweigh its minor weaknesses. These will be addressed in the governors' action plan following the inspection. It will be sent to all parents or guardians of pupils of the school and will explain what action the school intends to take to further improve.

How the school has improved since the last inspection

The school has improved considerably since the last inspection. It has preserved the vital strength in the spiritual, moral, social and cultural development of pupils. Curriculum planning has improved and there are schemes of work for all subjects. Assessment procedures are now good and appropriate work is set for all pupils. Management and leadership roles have been developed and there is a programme of monitoring in classrooms which helps the school to make decisions about improvements in teaching and curriculum provision. Health and safety issues in the report have been dealt with. The high level of commitment of the governors and staff, the support of parents and the very positive attitudes of the pupils give the school the capacity to continue to improve.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	B	A	<i>average</i>	C
Mathematics	C	C	<i>below average</i>	D
Science	D	C	<i>well below average</i>	E

These comparisons relate to the 1998 results. They are based on the average National Curriculum level achieved by pupils at the school. They show that pupils' attainment in English was above average nationally and well above compared with similar schools. In mathematics, results were in line with the national average and compared with similar schools. In science, they were below average nationally and in line when compared with similar schools. Although an above average number of pupils achieved Level 4 or above in science, a

requirement to include disapplied pupils in the calculations in 1998 adversely affected the schools average level. This requirement has been abolished in 1999.

Pupils' results in the 1999 Key Stage 2 tests show a big improvement in the percentage of pupils who achieved at Level 4, the expected level. In English the percentage rose from 64% to 87%. In mathematics it rose from 56% to 87% and in science it rose from 72% to 92%. There are no published national results for 1999, so averages and comparisons are not available. Evidence from inspection confirms good levels of attainment which are a result of the school's commitment to raising standards.

The majority of children enters the school with low levels of attainment and inspection evidence indicates that pupils make good progress throughout the school. Attainment in English and science is average by the end of Key Stage 1 and above average by the time the pupils leave the school at 11. In mathematics and information technology, it is above average by the end of both key stages. Attainment in religious education is in line with the locally Agreed Syllabus. By the time they leave the school, pupils have made very good progress in music, good progress in history and physical education and satisfactory progress in art, design and technology and geography.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Very good	Good	Good

Teaching of children under five is very good, and throughout the rest of the school the overall quality of teaching is good. In the lessons seen, it was excellent in four per cent of lessons, very good in 30 per cent, good in 42 per cent, satisfactory in 23 per cent and unsatisfactory in 2 per cent. The high quality of teaching makes a significant contribution to the pupils' above average attainment and progress. Teachers have high expectations of the pupils. They plan together effectively so that lessons are well-balanced and interesting. Pupils are managed very well and good attitudes are promoted in the calm, orderly classrooms. Music teaching is very good overall with excellent teaching at Key Stage 2. Excellent teaching was observed in design and technology at Key Stage 1.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good overall, especially in lessons. Pupils work well together and show respect for others. A few pupils are boisterous in the corridors and on staircases at lunchtimes.
Attendance	Satisfactory. A few parents do not provide explanations for absences.
Ethos*	Very good.
Leadership and management	Very good. Clear educational direction and very effective governor support.
Curriculum	Good provision. Broad and balanced, with equality of opportunity for all pupils. Good planning supports the pupils' good overall progress. The provision of extra-curricular activities is very good.
Pupils with special educational needs	Provision and support are very good and pupils make very good progress.
Pupils who speak English as an additional language	Provision and support are very good and pupils make very good progress.
Spiritual, moral, social & cultural development	Very good and a strength of the school. Pupils have a clear sense of what is right and what is wrong.

Staffing, resources and accommodation	Good. The school has sufficient appropriately qualified and experienced staff who are highly committed to the pupils' education. Good, well maintained accommodation. The exception is the uneven paving on nursery patio and rainwater enters the school during severe wet weather. Satisfactory level of learning resources.
Value for money	Good. The school has a very high income per pupil compared with schools nationally. Pupils' overall attainment is good and they make good progress through the school. Effective evaluation of the school's needs informs good development planning. Very good financial control and administrative procedures.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

- II. They feel that they are encouraged to play an active part in the life of the school.
- III. Their children like coming to school.
- IV. They find it easy to approach the school with questions or problems to do with their children.
- V. They feel that the school's values and attitudes have a positive effect on their children.
- VI. They think that the school enables their children to achieve a good standard of work.

What some parents are not happy about

The overwhelming majority of parents are well satisfied with provision at the school. At the parents' meeting, there were no adverse comments.

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KEY ISSUES FOR ACTION

There are no key issues for the school to address, but in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan.

- VII. Use the existing effective assessment procedures to set targets on pupils' annual reports. (*paragraph 50*)
- VIII. Identify the systematic development of skills in the school's schemes of work for art and technology in order to help teachers with their planning. (*paragraphs 32, 36, 131, 140*)
- IX. Include national comparisons in end of key stage tests information in the school prospectus and the annual report to parents. (*paragraphs 50, 59*)
- X. Liaise with the appropriate authority to remedy the problems of uneven paving on the nursery patio and rainwater flooding into school in severe weather. (*paragraph 64*)

· INTRODUCTION

· Characteristics of the school

1. Heathbrook Community Primary School is above average in size for primary schools nationally. It has 312 full-time pupils aged from three to eleven years old who are taught in 12 classes in the main school. In addition, 51 children attend the nursery on a part-time basis. They are admitted to the nursery in the term following their third birthday and move into the reception class at the start of the term in which they have their fifth birthday. The school follows the admissions policy of the local education authority. At the time of the inspection there were 25 pupils under the age of five in the reception class. Pupils come from a broad variety of social and cultural backgrounds and there is a wide range in attainment of children on entry to the nursery. Most children's attainment is below average, particularly in language skills. There is also a significant number who do not speak English when they start school.
2. There are more boys than girls in the school, with 166 boys and 146 girls. Nearly 40 per cent of pupils are eligible for free school meals and this is well above the national average of 19.9 per cent. A high number of pupils, over 19 per cent, speak English as an additional language. Currently the school includes speakers of seventeen languages and is catering for an increasing number of refugee children. About half of the pupils are from ethnic minority homes, predominantly from Afro-Caribbean background but also from worldwide countries including Vietnam, Bulgaria and Peru. Over 30 per cent of pupils are identified as having special educational needs and this is well above the national average of 18.3 per cent. Two pupils have statements of special educational need.
3. The school is situated in a heavily populated area of South London. There is both old and new housing, much of it rented. Many pupils live in flats and a well above average number live in overcrowded households. The three-storey school building dates from the 1880's, with a nursery added in the 1960's. There is ample accommodation with a library and a music room. There are playgrounds around the buildings but no grassed play area. The school has developed an attractive wildlife garden, which is also used as an environmental study area.
4. The school has set targets with the local education authority for improved attainment in English and mathematics. It also aims to:-
 - encourage children to believe in their ability;
 - offer a broad and balanced curriculum;
 - set high academic standards for learning and teaching;
 - foster children's social, emotional and spiritual development;
 - encourage understanding and respect for others;
 - reflect the cultural diversity of the community;
 - support the professional development of the teaching staff;
 - encourage partnership with parents.

· Key indicators

1. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	25	20	45

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	22	22	22
	Girls	14	15	14
	Total	36	37	36
Percentage at NC Level 2 or above	School	84 (96)	86 (88)	84 (88)
	National	80 (80)	81 (80)	84 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21	22	23
	Girls	14	14	15
	Total	35	36	38
Percentage at NC Level 2 or above	School	81 (90)	84 (88)	88 (98)
	National	81 (80)	85 (84)	86 (85)

2. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	10	15	25

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	4	7
	Girls	11	10	11
	Total	16	14	18
Percentage at NC Level 4 or above	School	64 (74)	56 (74)	72 (88)
	National	65 (63)	59 (62)	69 (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	4	6
	Girls	11	10	11
	Total	16	14	17
Percentage at NC Level 4 or above	School	64 (74)	58 (71)	68 (90)
	National	65 (63)	65 (63)	72 (69)

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Percentages in parentheses refer to the year before the latest reporting year

7. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.9
	Absence	National comparative data	0.5

7.

8. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

9. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	33
	Satisfactory or better	98
	Less than satisfactory	2

9. PART A: ASPECTS OF THE SCHOOL

9. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

9. Attainment and progress

1. The previous inspection in February 1996 reported that standards varied across subjects and within key stages. In the nursery pupils attained key skills, knowledge and understanding essential to next stage of learning. Many pupils in the main school achieved or exceeded national expectations in two thirds of their work. Results in 1995 national tests were marginally below average at Key Stage 1 in mathematics and science and more significantly below in English. At Key Stage 2, where there were a significant number of pupils with special educational needs, results were above average in science, marginally below in English and more significantly below in mathematics. It remarked on the low baseline of achievement on entry of many pupils. It went on to say that good attainment was made in music and physical education. In art, design technology, history and geography standards were in line with national expectations. Information technology was a developing strength. Attainment in religious education was in line at Key Stage 1 and above at Key Stage 2.
2. Results in national tests in 1998 at Key Stage 1 show that levels of attainment were average or above average when compared with all schools, except in writing where fewer pupils achieved level 3 or above than achieved nationally. Teacher assessments in science were in line with national averages. When compared with similar schools, Heathbrook's results were above or well above average, except at level 3 in writing and level 2 in mathematics where results were average. The average National Curriculum level achieved in the tests is in line with the national average in reading, writing and mathematics. Averaged over the 3 year period 1996-98, performance in reading has been well above the national average level. In writing and mathematics it has been above the national average level. Averaged over the same period, the girls' average National Curriculum level in writing was higher than that of the boys' while the reverse was true in mathematics. The trends in average level over the 3 years 1996-98 in reading and writing have been downward. In mathematics there has been no clear trend with average national curriculum level in 1997 substantially higher than in 1996 or 1998. Provisional results for 1999 tests show that in writing there was a drop in the percentage of pupils reaching level 2 or better. No pupils achieved level 3. Results in reading and mathematics are roughly the same as in 1998. The number of pupils who speak English as an additional language is high, and the school is monitoring their progress to ensure that they improve their writing skills in Key Stage 2. Evidence shows that as pupils become more confident in English, attainment improves in Key Stage 2.
3. Results in national tests in 1998 at Key Stage 2 show that the percentage of pupils at achieving level 4 or above in English, mathematics and science when compared with similar schools was above average, the percentage achieving level 5 or above was very high in English, above average in mathematics and average in science. The average national curriculum level achieved was above the national average level in English, in line in mathematics and below in science. Averaged over the 3-year period 1996-98, performance in English, mathematics and science has been above the national average level. Averaged over the same period girls achieved a higher average level in English and science than the boys. The trends in average level achieved at Heathbrook over the 3 years 1996-98 show that in English there has been little change while the national average level has moved upwards. Figures are incomplete in mathematics, but there was a sharp fall in average level from 1997 to 1998. In science there is no clear trend with the average level in 1997 being particularly high. Provisional results for 1999 tests show that there has been a big improvement in all three subjects.
4. The majority of children enter the school with levels of attainment which are well below average in language and literacy and knowledge and understanding of the world, below in personal and social development and mathematics and in line in physical and creative development. Despite good progress in all areas of learning by the time they are five years old, the attainment of the majority of children is still below expectations for their age in language and literacy and knowledge and understanding of the world. They reach appropriate levels in personal and social development, mathematics and physical and

creative development. At five years old, higher attaining pupils are articulate; they already read simple texts and write short sentences, but a significant minority of children still lacks appropriate vocabulary skills. They follow instructions and benefit from direct teaching, but their expressive language is not so well developed. Manipulative control of pencils and scissors is weak for a significant minority of children. These findings broadly concur with those of the previous inspection.

5. Attainment in English is in line with the national average at the end of Key Stage 1 and above at the end of Key Stage 2 and progress is good at both key stages. The high quality of teaching and the very good attitudes and good behaviour of the pupils promote this continuous high level of improvement. By the end of both key stages, pupils use their speaking and listening skills effectively to ask questions, explain their work and share ideas openly. Attainment improves in Key Stage 2 as pupils who speak English as an additional language become more self-assured. At seven years old, pupils read simple stories, poetry and non-fiction with confidence. They use a good range of strategies, including letter sounds and context clues, to decipher meaning. By the time they are eleven, both boys and girls enjoy reading a wide variety of texts. They read stories, poetry and non-fiction fluently and accurately, and most use reference skills effectively to gain information from books. By the end of Key Stage 1, pupils know letter sounds, use basic grammar and have good handwriting techniques. They write for a wide range of purposes and use their writing skills well in all subjects. Writing is developed effectively and pupils write imaginatively. At the end of Key Stage 2, most pupils write with accurate spelling and a clear sense of purpose and style. Skills in literacy are applied well in all areas of the curriculum, and this has a positive effect on the pupils' progress and attainment.
6. Attainment in mathematics is above national expectations at the end of both key stages. Good progress is made at Key Stage 1 and sound progress is maintained at Key Stage 2 because of the high level of language acquisition to support the subject. By the end of Key Stage 1, pupils know and use numbers to 20 accurately, and the majority of pupils begin to understand place value and work with higher numbers. They recognise patterns and relationships, and their mental recall of facts to 20 is sound. They name simple two-dimensional and three-dimensional shapes. By the end of Key Stage 2, pupils understand place value and more able pupils are confident with negative numbers. Pupils have a good understanding of shapes, symmetry and measures. They present their work in an orderly way. Appropriate use of numeracy skills in other areas of the curriculum supports the good standards in mathematics.
7. Attainment in science is in line with the national average at the end of Key Stage 1 and above at Key Stage 2. Progress is good at both key stages. By the end of Key Stage 1, pupils know that push and pull are forces and make observations as they carry out investigations. They sort materials on the basis of simple properties and know that creatures live in different environments. By the end of Key Stage 2, most pupils' knowledge and understanding in science is above that expected for their age. There have been improvements in pupils' investigative skills since the last inspection. Pupils present observations, measurements and results clearly. They have a good knowledge of life processes, and understand the function of major organs such as the heart and the lungs. Pupils recognise the properties of materials and how these make them suitable for specific uses. The good progress at both key stages reflects the secure acquisition of scientific language throughout the school.
8. In information technology, pupils' levels of attainment are above those expected at the end of both key stages. Progress is good at Key Stage 1 and sound progress continues through Key Stage 2. By the end of Key Stage 1, most pupils use word processing programs and operate the computer mouse and keyboard satisfactorily. They write simple text to the screen and save their work appropriately. In a range of subjects, they collect information and create simple graphs. By the end of Key Stage 2, pupils use appropriate programs to draw pictures and import illustrations to texts. Data handling is developed effectively through the collection and analysis of information in other subjects. They begin to use the Internet and recognise the far-reaching uses of information technology. Experience of control and monitoring is not so well developed, as the school awaits improvements in resources.
9. In religious education, pupils' attainment is in line with the expectations of the locally Agreed Syllabus at the end of both key stages and all pupils make satisfactory progress. By the end of Key Stage 1, pupils know stories from the Bible and recognise the relevance to their own lives. They gain an understanding of other religions and cultures and begin to understand the importance of special artefacts in a range of faiths. By the end of Key Stage 2, pupils gain a deeper understanding of the importance of religion in many people's lives. They know that religions share common features and gain increasing knowledge which brings respect for the wide range of faiths represented in the school.

10. In music, pupils make very good progress at both key stages and pupils' attainment is very good. This reflects the high quality of teaching. Progress is good at both key stages in physical education. The headteacher and visiting professionals bring valuable expertise to support the teaching and this has a positive effect on standards. Progress in design and technology is good at Key Stage 1 and satisfactory at Key Stage 2. This is because skills do not develop systematically. In art and geography, progress is satisfactory at both key stages, with good links to other subjects. In art, pupils are not afraid to experiment and try out their ideas. In geography, a major factor which supports the sound progress is the teachers' good use of the pupils' own experience.
11. Overall progress in the school is good. From assessments soon after the children start school in the reception class, attainment on entry is well below average in literacy and below in numeracy. By the time they leave the school at eleven, pupils' attainment in English and mathematics is above average. This high level of progress affects all other subjects, especially because language and literacy are used so effectively to develop appropriate vocabulary and to help pupils to record their work in a systematic way. Progress in mathematics is good and teachers use the subject well in other areas of the curriculum.
12. Because of the school's well-designed individual education plans, good support and sensitive teaching, pupils with special educational needs and those who speak English as an additional language make very good progress. Early identification ensures that problems are dealt with as soon as possible and pupils are supported effectively. Their self-esteem is fostered in art, dance and music, when they can express themselves without the conventions of spoken and written language. Pupils who speak English as an additional language soon integrate into the school because of the structured and consistent programme of good teaching which includes the effective use of assessments to inform planning.

21. **Attitudes, behaviour and personal development**

13. Pupils' very good attitudes to their work, their good behaviour and the very good relationships in the school are significant strengths. The school has successfully maintained these high standards since the last inspection.
14. Children under five quickly feel confident and secure. In the nursery, even those who are unable to speak English are friendly and soon integrate. Children in the nursery and reception classes work well both as part of a group and independently. They become more confident in the reception class and enjoy acting; for example, they play the parts of animals in the story of 'The Little Red Hen'. Children behave well in lessons and are attentive and eager to learn. They form positive relationships and show respect for adults and each other.
15. Pupils at Key Stages 1 and 2 have very good attitudes to their work overall. They respond well to the stimulating and challenging activities provided by the teachers. Pupils enjoy their lessons. In music, they worked hard and composed their own 'water music', which they played on a variety of instruments. Parents agree that their children like coming to school. Most pupils have good levels of concentration and work well in groups without direct supervision. They develop good skills for personal study; for example, in history they use the Internet to find information on Anglo-Saxon kings.
16. Behaviour is good in the classrooms and playground, but a few pupils are sometimes boisterous in corridors and when using the stairs. They treat the school building and grounds with care. There have been no exclusions over the last academic year and this is the usual pattern for the school. The large majority of parents is satisfied with the standards of pupils' behaviour in the school.
17. Relationships are very good. Pupils and staff work together in a purposeful and pleasant atmosphere. Pupils with special educational needs and those who speak English as an additional language are very well integrated into school life. The wide range of faiths and beliefs in the school is respected and pupils are sincere in accepting that people hold opinions different from their own. In religious education lessons, pupils talk confidently about their own faiths and others listen respectfully. Pupils work well

together in pairs and groups. For example, in a physical education lesson, pupils conscientiously practised skills of throwing and catching in pairs as part of lacrosse coaching.

18. Pupils respond well to the many opportunities provided for them to enhance their personal development. They fulfil tasks in a sensible and responsible way. They distribute books and materials, take registers to the office and act as lunchtime helpers. Year 6 pupils help to organise several activities such as the Christmas and Summer Fairs. Pupils take part confidently in assemblies by speaking or playing in the school orchestra. They show a sense of interest and compassion through raising money for a range of charities.

27. **Attendance**

1. Pupils' attendance has improved since the last inspection and now broadly matches the national average. Absences are mainly due to illness or, in a small number of cases, to extended family holidays during term times. There is no truancy. Unauthorised absences are registered when parents have not offered an explanation for absence or the reasons given are not acceptable. The school has appropriate procedures to ensure that such cases are followed up.
2. Pupils are punctual and the school sessions start on time.

QUALITY OF EDUCATION PROVIDED

Teaching

1. The quality of teaching is good overall at both key stages. During the inspection, it was excellent in three per cent of lessons seen, very good in 30 per cent, good in 42 per cent, satisfactory in 23 per cent and unsatisfactory in 2 per cent.
2. The quality of teaching for children under five is very good. The high quality of teaching reflects the teachers' high level of knowledge and understanding of the needs of young children, the clear objectives in the planning of activities, the very good management of the children and the good use of time and resources. Children are encouraged from the earliest days in school to be independent and respond appropriately to instructions; this has a very positive effect on their personal and social development. Strong emphasis on language development is a positive feature of the very good teaching throughout the day. Planning adheres closely to the national Desirable Learning Outcomes and regular assessments are used effectively to inform the next stage of planning. Teaching and learning are enhanced by the good deployment of non-teaching staff. There is a calm, purposeful atmosphere in the classrooms, and this promotes good learning habits for the children. Resources, including the school grounds, are used very effectively to enhance teaching in all areas of the curriculum.
3. At Key Stages 1 and 2, teachers' subject knowledge is good in most subjects. In the core curriculum subjects of English, mathematics, science, information technology and religious education, secure knowledge helps teachers to ask probing questions which extend pupils' understanding and enhance their progress. In history, there is a high level of knowledge and teachers' enthusiasm is reflected in the pupils' enjoyment and good progress in the subject. In design and technology at Key Stage 2, the development of skills is insufficiently emphasised and this has a negative effect on pupils' progress. In music, the very high quality of teaching ensures pupils' very high attainment and progress in the subject. Where the teaching is most effective, the teachers' secure expertise enables them to set high yet realistic expectations, to present the learning in a lively and engaging way and provide clear explanations and appropriate guidance. Literacy and numeracy are used well to support and enhance work through the curriculum. Throughout the school, teachers have high expectations of pupils' good behaviour and attention to their work. Pupils' are managed very well and most lessons are organised so that there is a good balance of direct teaching and appropriate tasks. In the very few lessons where progress was not satisfactory, teachers' planning was insufficiently helpful or the teacher's explanations were too long. Most lessons move at a brisk pace and pupils are encouraged to take responsibility for completing work.
4. Planning is good. Teamwork is a major feature of the teachers' planning process. Detailed weekly plans support good teaching in the core curriculum subjects, and teachers use national guidance to produce good quality medium-term plans for all subjects. In all classes, teachers prepare work for pupils of differing abilities. The teaching of pupils with special educational needs and those who speak English as an additional language is very good. Teachers plan with specialist colleagues to ensure that pupils gain maximum benefit from individual educational plans. Pupils are challenged and staff have

high expectations of them. Non-teaching staff are deployed effectively to support pupils' learning. They are involved in planning so that their time with pupils gives maximum benefit. The high quality of teaching helps pupils with special educational needs make very good progress. In the core curriculum subjects, teachers assess all pupils' attainment regularly throughout the year and good records are kept. Evaluations of achievements in lessons are used effectively to inform future plans so that pupils move forward with their learning at the maximum rate. Work is marked regularly, and the high quality of marking provides pupils with clear information to enhance their learning. All teachers are encouraging and reward pupils regularly with praise. Relationships between staff and pupils are very good, and this provides a secure atmosphere in which pupils ask for help confidently and learn from their mistakes. Homework is used well to provide extra practice and extend pupils' learning, especially in English and mathematics. Pupils are encouraged to do research to support other subjects.

5. The quality of teaching has improved since the last inspection, when it was unsatisfactory in ten per cent of lessons. Previously, work did not always match the needs of the pupils and expectations of some pupils were low. These issues have been addressed through monitoring and professional development. Teachers are positive and confident about their response to new initiatives; they work hard and serve the pupils very well.

34. **The curriculum and assessment**

1. The curriculum is very good for children under five and good at Key Stages 1 and 2. The curriculum for children under five is closely linked to the six recommended areas of learning in national guidance and takes into account the early stages of the National Curriculum. It is carefully planned with a strong emphasis on personal and social development and language development. Children start the National Curriculum in the term after their fifth birthday, or earlier if they are ready to do so. At Key Stages 1 and 2, all the subjects of the National Curriculum are taught, as well as religious education, personal and social development and sex and drugs education. Although less time is spent on the foundation subjects, due to the increased time spent on literacy and numeracy, the curriculum is broad and balanced. The good quality of curriculum provision contributes well to pupils' good progress and positive attitudes to their work and behaviour.
2. The school has allocated an appropriate amount of time for the teaching of literacy and numeracy. These are also promoted effectively in all subjects and this has a positive impact on standards. Curriculum planning is generally good and has a positive effect on pupils' standards of achievement and progress. Staff have worked together conscientiously to implement new national initiatives. The school has addressed successfully the issue of a lack of schemes of work raised in the last inspection. All subjects have schemes of work which support the long term plans. Teachers expand these effectively in their medium-term planning. In art and design and technology, planning is less satisfactory as it does not define a systematic progression of skills. There are useful daily plans in which teachers identify particular needs.
3. The Code of Practice for pupils with special educational needs is fully implemented. The school supports these pupils very well and their individual education plans identify specific targets for improvement. They are implemented well and reviewed at appropriate intervals. Pupils receive very good support from teachers, specialist colleagues and non-teaching staff. Exceptionally able pupils are supported by a programme which identifies them and establishes appropriate work. The Reading Recovery programme is used effectively to raise standards, particularly of boys. Pupils of all ages, gender, abilities and backgrounds, including those with special educational needs and those who speak English as an additional language, have equal access to the curriculum.
4. The provision for extra-curricular activities is impressive and has been sustained since the last inspection. Sporting activities with qualified coaching include gymnastics, pop lacrosse and basketball. Local professional football and cricket clubs provide coaching for these games. The school offers good opportunities for pupils to take part in competitive sports. For example, pupils recently achieved considerable success in the inter-school football league. There is very good provision for instrumental

music tuition and the school has a choir and orchestra. These musical activities enhance and contribute to the pupils' learning. Pupils' interest in literacy is fostered in the club for readers and writers. Well-planned visits to places of interest enrich the curriculum and support the work of the school. These link with areas of study and provide relevant and first-hand experiences which raise levels of understanding.

Throughout the school, pupils visit London's museums and galleries to enrich their learning. Older pupils have the opportunity to attend residential centres in East Sussex and South Wales. These visits contribute well to their personal and social development and extend their experience and knowledge. Good use is made of visitors such as artists and authors. Parents and governors share their professional expertise to extend the pupils' experiences. Pupils are prepared well for their next stage of education.

5. Significant progress has been made in developing assessment systems since the last inspection and procedures are soundly in place. Teachers use baseline assessments effectively when children start school. They make good use of National Curriculum assessment tests and school tests to monitor pupils' progress and set clear targets for improvement. The arrangements for assessing pupils with special educational needs are very good. The excellent communication between staff assists early diagnosis and implementation of individual education plans which include clear strategies to assist teachers in planning for these pupils. There are school portfolios of pupils' work in all subjects which provide an appropriate benchmark for standards and progress. Pupils' work is reviewed regularly and samples included in individual pupils' portfolios to record progress. Assessment is good in the core subjects of English, mathematics and science and is developing appropriately in other subjects. Questioning is very well used by teachers to check understanding in lessons to inform future planning. There are many good examples of teachers' marking, where comments are constructive and give pupils' points for improvement. This is consistent across the school and in all subjects. Opportunities for pupils to evaluate their own work to give them a better understanding of the progress they are making is well developed in English where they edit their writing and complete their reading diaries. It is less well developed in other subjects.

39. **Pupils' spiritual, moral, social and cultural development**

1. As in the last inspection, pupils' spiritual, moral, social and cultural education is a strength of the school; the key issue to preserve this has been fulfilled. The school successfully provides pupils with a range of experiences to promote their spiritual awareness. Pupils under five are encouraged to be reflective and experience pleasure from playing with colour, observing natural objects and listening to interesting sounds. Pupils throughout the school are given ample opportunities to develop their self-knowledge by reflecting on the beliefs of others. Assemblies, which are well organised, are broadly Christian in character and play a central role in giving pupils insight into religious beliefs. They meet statutory requirements. Pupils consider how religions are special to individuals. They reflect on the value of friendship and appreciate that birthdays are special for children throughout the world. At Key Stage 2, assembly is important in setting the tone for the day and providing an opportunity to celebrate pupils' achievements and promote self-esteem. Pupils experience the wonder of the world and their role in it; for example, in mathematics and science they make realisations and discoveries.
2. Moral education is very good. From the earliest days in the nursery, pupils are encouraged to consider how their actions affect others. Assemblies provide ample opportunities to promote moral development and pupil's understanding of right from wrong through the telling of stories. Well-known tales, situations in school, news items and religious texts are used to encourage pupils to think about their own behaviour. This work is extended through the curriculum; for example, when pupils empathise with characters in stories. Pupils are encouraged to care for their environment and take pride in it; there is no litter or graffiti and pupils are encouraged to recycle materials. The school's code of conduct makes clear how pupils are expected to behave. These rules are discussed as part of the effective personal and social education programme.
3. The provision for pupil's social development is very good. Children under five soon learn the simple rules which foster a happy and calm atmosphere in the classrooms. Throughout the school, pupils are taught how to work together through well-organised group and teamwork. They share experiences and

discuss appropriate behaviour in 'circle time'. Pupils are given many opportunities to take responsibility, for example when older pupils help set up materials for younger pupils. Pupils take part in the school council, act as librarians and organise materials to help their teachers. Older pupils act as 'reading buddies' to younger ones. They distribute harvest goods to elderly people in the local area and run stalls alongside PTA members at the Christmas and Summer Fairs. Pupils organise charity fundraising for a boy in South America. They develop an understanding of how society works as they study history and geography. Pupils' social development is strongly supported by the excellent role models provided by the teachers and other adults who work in the school. Residential visits organised by the school to the Gower Peninsula and an environmental education centre in East Sussex broaden pupils' outlook on the world.

4. Provision for cultural development is very good. Beginning in the nursery, cultural diversity is celebrated. All pupils are valued and great emphasis is placed on raising their self-esteem. The school enriches pupils' artistic, creative and aesthetic experiences. Appreciation of cultural values and traditions is fostered in most subjects. In mathematics, Islamic patterns are explored and pupils are taught to count in different languages. In history, artefacts are examined to determine their culture. In geography, the countries of origin of pupils' families are named on maps. Pupils are encouraged to take part in a wide range of extra-curricular activities, which include sporting, musical and language clubs, including French and Spanish clubs. Members of the readers' and writers' club are encouraged to enter competitions and visits are made to authors' book signing events. The school's curriculum is extended by visits from artists and musical groups and the provision of instrumental tuition. Pupils study the local area and they visit a wide range of London sites such as the National Gallery, Brixton Art Gallery and the Science and Natural History Museums.

Support, guidance and pupils' welfare

5. The school places good emphasis on creating a caring, supportive and secure environment which enhances and promotes pupils' learning. Relationships in the school are very good. Staff provide good care and support to individual pupils and this is reflected in the way they settle quickly into school routines when they start the nursery. The school makes good use of outside agencies to support pupils' academic progress and personal development. Parents are happy with the care and support provided for their children by the school.
6. There are effective measures to promote discipline and good behaviour. Pupils' personal development is carefully monitored through the behaviour procedures and the annual report. Rules are well publicised and readily observed by pupils. There are effective measures to deal with any bullying incidents. Pupils feel safe and secure, are valued as individuals, and are treated with respect by both teaching and non-teaching staff. Attendance procedures are effective and meet legal requirements. Good attendance is well acknowledged. Lateness is monitored carefully. The school is involved in the local initiative, 'Support Parents On Kids Education', which raises parents' awareness of matters such as the importance of their children's regular school attendance.
7. There is a designated teacher for Child Protection and staff have a good understanding of the procedures. Pupils receive good guidance on matters related to their welfare through personal and social education and in the science curriculum. The 'Healthy School' project has been effective and the health and safety of pupils has a high profile in the school. The welfare of all pupils on the school site and on school trips is effectively promoted. Health and safety issues identified in the last inspection have been attended to appropriately. Pupils' progress is assessed well and monitored effectively. The school now tracks each pupil's progress carefully. The teacher and support staff are supportive and responsive to pupils' needs. Pupils with special educational needs and those who speak English as an additional language are effectively supported. Clear targets which match pupils' needs are set in individual education plans and these are reviewed regularly by the special educational needs co-ordinator in consultation with teachers and, where necessary, other outside experts. New targets and strategies are introduced whenever appropriate in relation to each pupil's achievement and progress.

8. As in the last inspection, the arrangements for pupils' support, guidance and welfare are good and they contribute positively to their academic progress.

Partnership with parents and the community

9. The school has maintained its efforts to involve parents in the education of their children. Parents are welcomed into the school. This partnership begins when children enter the nursery and continues to play a vital role as pupils move through the school. The school prospectus, regular newsletters sent to parents and other information are well planned and helpful. The governors fulfil their responsibility to publish an annual report and a prospectus which are informative but do not include all the information required concerning national comparative results in tests.
10. There are two open evenings, in the autumn and spring terms, for parents to discuss their children's progress and they also receive an annual written report. These reports are helpful and inform parents about what their children can do but not always suggest how they might improve. There are also curriculum evenings and meetings to explain school journeys, transfer to secondary schools, national assessment preparation and report on national test results. The governors report annually to parents but their most recent report does not give national comparative test results.
11. Parents are interested in the education of their children and their involvement in their children's learning at school is good. A significant number work as voluntary helpers in the school and many have participated in activities to support literacy. Parents of pupils with special educational needs are closely involved and kept well-informed; they attend reviews about their children's progress. Heathbrook School Association is very active in raising substantial funds to support their children's education. There are many opportunities for the school community to come together socially. Parents have helped actively in the development of the wildlife area.
12. There are very productive links with the wider community. Links with secondary schools help to create a smooth transition and give pastoral continuity. There are visits, including the residential trips for Years 5 and 6, which support the curriculum and enhance pupils' experiences. For example, when pupils study the Second World War, local residents share their experiences of life at and near the school. There are many examples of effective co-operation between the school and community organisations. Representatives of local churches, the fire brigade, police and senior citizen groups visit the school and support the curriculum. The school also provides training for student teachers. Pupils' understanding of society is enhanced when the school makes effective links with the elderly community, especially at harvest and other festival times.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

1. The governors, headteacher and staff with management responsibilities make a very positive contribution to the quality of education provided by the school and standards achieved by all of its pupils.
2. The headteacher gives very good educational direction and provides very good leadership, with energetic personal commitment to high standards and continuous improvement. The governing body is very supportive and closely involved in all aspects of its work. Governors work closely with the head teacher, deputy headteacher and staff to create a high degree of consistency and purpose in the school. Governors with specific roles fulfil them conscientiously. Leadership of the education programme for children under five is very good and subject co-ordinators carry out their responsibilities effectively. Teaching and non-teaching staff know their roles and there is a sense of purposeful teamwork and

commitment to the development of the school.

3. The school development plan is good. It is based on a high level of school self-evaluation and provides governors and staff with clear information on which to make decisions and set strategies for improvement. It contains specific targets relevant to the school's present and future needs. Staff and governors are involved in the creation of the plan, which includes detailed development for each subject. There is careful consideration of success criteria and governors receive regular reports on progress towards targets.
4. The monitoring and evaluation of the curriculum and teaching have improved since the last inspection and are having a significant impact on improving standards, particularly in English, mathematics and science. The role of the subject co-ordinator has been more fully established; the school plans time for co-ordinators to monitor curriculum development and observe teaching and learning in classrooms. Recent emphasis has been on the monitoring of English and mathematics but all co-ordinators have time to examine teachers' planning and keep portfolios of pupils' assessed work. The school has carefully monitored the introduction of the literacy hour and this has successfully promoted consistency between classes. The introduction of the numeracy hour is being effectively managed and this enables teachers to make a confident start. A great deal of effective effort by staff has resulted in improved curricular planning and policy making in all subjects.
5. The school makes strong and successful efforts to ensure that every pupil has equal access to all areas of the curriculum. There is very good management of provision for pupils with special educational needs, conforming fully to the Code of Practice. The special needs co-ordinator provides excellent direction, guidance and support for teachers. There is a named governor who regularly informs other governors about provision in the school. Provision of language support for the high percentage of pupils who speak English as an additional language is effectively managed. These are strengths of the school.
6. The school's aims are very appropriate and they express a firm commitment to raising standards and appropriately emphasise social and cultural development. They are reflected throughout the work of the school. Parents express the view that the school's values and attitudes have a positive effect on their children. The school has a very positive ethos, which is clearly evident from the very good relationships between pupils and between pupils and adults. The pupils' good behaviour seen in lessons and their good progress reflects the high expectations set by the school.
7. Statutory requirements are met except in the provision of national comparisons in test results in the school prospectus and in the governors' Annual Report to parents.
8. There have been significant improvements in the quality of leadership and management in the school since the last inspection in 1996. The roles and responsibilities of staff have been strengthened to include the monitoring of teaching and learning. The school development plan contributes effectively to the raising of standards by setting targets for improvement and monitoring progress towards these targets. The capacity for continued improvement is good because of the school's strong commitment to self-evaluation.

59. **Staffing, accommodation and learning resources**

1. Teachers were well qualified and staffing arrangements were very effective at the time of the last inspection. This is still the case. Staffing at the school is sufficient and staff are effectively deployed. The number, knowledge and experience of teachers meet the needs of the curriculum very well. Specialist teachers in music, behaviour management, special educational needs and English as an additional language make a significant contribution to the pupils' very good progress. There are good procedures in place for the induction and support of new members of staff. Teachers work effectively as a team in which expertise is shared and all members are valued.
2. Although formal teacher appraisal is not taking place, the management is fully aware of the professional

development needs of the staff. Teachers set realistic targets for their own improvement and these are monitored regularly. There is regular and appropriate training and professional development is well-managed. There has been appropriate training for the literacy hour and training for the current introduction of the numeracy hour is well in hand. Regular staff meetings and planning meetings are held to enhance staff development and increase expertise in order to raise pupils' standards of attainment.

3. The school makes good use of the skills of support staff, especially for pupils with special educational needs and those who speak English as an additional language. Administrative staff are experienced in the use of information technology to support the management of the school, and lunchtime supervisory staff work together as a team to provide appropriate support for pupils during an important part of the school day.
 4. Accommodation is good; it is well kept and well managed and allows the curriculum to be taught effectively. The site manager makes a very valuable contribution to the life of the school. He works well with his staff to ensure that the extensive buildings are kept clean, bright and fresh throughout the school day. There are informative and colourful displays around the school and these enhance the pupils' learning environment. There are good and well kept outside play areas, including a high-fenced ball court. The school has developed an attractive wildlife garden. The health and safety concerns raised by the last inspection have been resolved. There are now concerns about uneven paving on the nursery patio and rainwater flooding into the main school in extremely inclement weather. The disruption was kept to a minimum during three occasions when this occurred during the inspection.
 5. Resources are at least sufficient; they are very good for mathematics and good for music. Library resources are satisfactory and there is a suitable supply of fiction and non-fiction books in the classrooms. The school is developing a specialist room with networked computers for the teaching of information technology. This will overcome the problem of class teaching from the few small screens in the classrooms. The school uses the local area for a number of educational visits and this enriches the curriculum.
- 64.

The efficiency of the school

1. Financial planning is very good. The school's development plan is comprehensive and forms the basis for school improvement over the next three years. The headteacher and governors budget systematically and spending is well targeted to priorities which have been set nationally or identified by governors and staff. Appropriate financial implications are indicated. Financial planning is based on good current data and the governors have regular reports on the financial situation. Funds which are carried forward are used for the maintenance and improvement of premises and equipment. Governors monitor the effectiveness of spending decisions on staffing through analysis of pupils' educational achievements and needs. The budget for pupils with special educational needs and those who speak English as an additional language is set thoughtfully and grants, supplemented by funds from the school's own budget, are used appropriately to provide very effective support throughout the school.
2. The headteacher and senior administrative officer carry out day-to-day monitoring of the budget very efficiently. The finance committee sets the budget based on information provided by the local education authority and the headteacher. The draft budget is discussed and ratified by the full governing body. There is a clear pattern of delegation for all involved with the school finances. Co-ordinators are allocated a budget to meet the priorities of the school development plan and enhance provision for their subjects. The school seeks to obtain best value for money in all aspects of its spending.
3. Teaching staff are deployed effectively and the distribution of curriculum responsibilities is equitable. Learning support assistants are appropriately and effectively deployed according to the needs of the pupils. This has a positive impact on pupils' progress. Very good use is made of the available staff, accommodation and resources to support pupils with special educational needs. The co-ordinator for

special educational needs does not have a class and this allows her to give an excellent level of management and support to the other staff. The school makes full use of the assistance of outside specialists to support pupils.

4. The accommodation is used well, and staff, governors and parents have worked hard to develop the school environment. Resources are used efficiently and effectively. They are stored appropriately and are well organised. Lesson time is used well and lessons generally start and finish on time.
5. Day-to-day financial administration is very good. There has not been an auditor's report since the last inspection, but the minor recommendations in the most recent report have been acted upon. Office routines are very efficient and effective management systems are in place to ensure that funds, orders and payments are handled efficiently. The school's private funds are administered properly and correctly audited. There are appropriate procedures for monitoring and controlling the budget; regular statements are provided for the headteacher and the governors. The administrative team is very efficient and provides very good support for the running of the school.
6. The school has a very high level of income per pupil compared with schools nationally but the overall educational standards achieved by the time pupils leave the school at eleven are above average and pupils make good progress. The quality of education provided is good. In terms of the educational standards achieved and the quality of education provided in relation to its context, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

7. Children enter the nursery with a wide range of levels of learning. A few are extremely articulate but the majority attain at levels well below those expected for their age in language and literacy and knowledge and understanding of the world. A significant minority speaks English as an additional language. In personal and social development and mathematics, attainment is below that expected for children of this age. In physical and creative development, it is average. Attainment is below average for the majority in language and literacy and knowledge and understanding of the world when children join the reception class. They make good progress in both classes and broadly meet the national outcomes in personal and social development, mathematics and physical and creative development by the time they are of statutory school age. Children with special educational needs and those who speak English as an additional language make very good progress.

Personal and social education

8. Children enjoy coming to school and they soon follow the class routines and join in activities with enthusiasm. Appropriate adult support enables them to acquire personal hygiene and dressing skills as they prepare for outside play or get ready for painting and cooking activities. Children share equipment fairly and are considerate to one another. They settle down quietly and listen well in discussion periods. Most children are keen to answer questions, and they listen respectfully to the ideas of others. They play together happily in the role-play area and make good relationships with one another and with staff. Although some children have a narrow range of vocabulary, they develop the confidence to ask for help when they need it. Children adapt well to the brisker pace of lessons in the reception class and maintain the happy atmosphere by responding well to the simple but clearly explained classroom rules. The high quality of teaching enables children to benefit from the rich experiences provided in the nursery and reception classes.

72. Language and literacy

9. The majority of children are keen to communicate with one another and adults in the nursery. By the time they join the reception class, a few children are very articulate, and all children begin to use appropriate language to express their ideas in mathematics and literacy sessions. Most children recognise letter shapes and know the sounds in the nursery, and by the time they are five in the reception class they begin to blend the sounds together to form words and read simple books with repetitive texts. All children write their names before they move to Key Stage 1, but their writing is often poorly formed because of poor pencil control. They are encouraged to think of themselves as writers from an early age. In the nursery they make books about animals and in the reception class they write menus and take orders for food in the class 'restaurant'. The high quality of teaching in language and literacy in the nursery and the reception class, especially for those children who need compensatory support because they speak English as an additional language, contributes well to the children's good progress.

73. Mathematics

10. In the nursery, children join in number rhymes and songs with understanding. They count confidently to ten and understand the value of numbers to five. They have a wide range of sorting and matching experiences and develop an appropriate vocabulary to express size, shape and colour. Children play purposefully with sand and water, and develop mathematical language, such as 'full' and 'empty'. They measure ingredients when they make jelly and know when they need more or have too much. In the reception class, most children count up to 10 and a few to 20. They understand the concepts of needing more or less to make a given number of objects, and develop an awareness of simple number operations of addition and subtraction. They know that much bigger numbers are used in everyday life. Most children under five make good progress in mathematical development because of the very good teaching and appropriate emphasis on the development of mathematical language.

Knowledge and understanding of the world

11. Children develop their knowledge and understanding of the world effectively through well-structured activities. In the nursery, they develop early investigative skills. For example, they watch to see how objects float or sink and visit a farm to learn more about animals. Children make fruit salad and talk about where the fruit comes from. Skilful teaching helps children to feel valued, as some identify with the countries of origin. In the reception class, children look at leaves and seeds through a magnifying glass and explore in the school's wildlife garden. They begin to understand the difference between natural and man-made objects. In both classes, children become more aware of the area around the school as they are taken for walks. They know about urban features, such as the park. In the nursery, children make number-plates for the tricycles. In the reception class they gain a deeper understanding of the passage of time as they see changes in their own growth and experiences. Computer skills develop appropriately in both classes, and children move images and match pictures and letters confidently on the computer screen.

75. Physical development

12. Physical development is satisfactory. Children run, jump, climb and balance with satisfactory levels of control and co-ordination, and they are aware of space as they move about in the classrooms, hall and outdoors. Physical development is fostered through a good range of indoor and outdoor activities. In the nursery, children ride wheeled toys confidently, and use sand and water-play tools appropriately. They remember the rules in circle games and dance enthusiastically with partners. The reception class share outside play with Key Stage 1 pupils, and they have a small play area to extend physical activities outside their own classroom. In both classes, children build effectively with large construction kits and bricks. They develop increasing control of paintbrushes, and the majority uses these confidently. A significant number has underdeveloped control of pencils and scissors for writing and cutting by the time they join the reception class. Children gain more control in both classes as they play with malleable materials and are involved in cooking activities, painting and drawing. The teachers' very good planning and provision for these activities enhance the children's progress.

Creative development

13. Creative development is satisfactory. In both classes, children use a wide variety of media, including paint, crayons and collage, to make pictures with a range of textures. In the nursery, they begin to gain knowledge and understanding of the work of famous artists. They copy circle patterns from a painting by Kandinsky. In the reception class, they paint colourful and bold pictures of monsters after listening to a story. In music, children in both classes know a good range of songs from memory, and they sing tunefully and listen well. They control sounds made by objects around them and musical instruments. In the reception class, children's musical skills develop well and they sing to the rest of the class with confidence. In the role-play areas, children create situations and imagine themselves as families, shopkeepers and waiters. Throughout the day, teachers in the nursery and reception classes organise activities well and teaching is very good. Children explore their feelings and develop their imagination. Children who speak English as an additional language benefit greatly from this aspect of the curriculum.
14. The quality of teaching for children under five is very good overall, and no unsatisfactory teaching was seen. In the nursery it is consistently very good, and in the reception class it is never less than good. Teachers are enthusiastic and encouraging. Relationships between staff and children are very good and the good management of children produces a stable atmosphere conducive to learning. In both classes, teachers have high expectations of good behaviour and children are encouraged to persevere with activities. There is sensitive support for pupils with special educational needs and those who speak English as an additional language. Non-teaching support is very good, and staff work very well together as a team. The co-ordinator leads the team very well and all staff have an excellent understanding of the needs of young children. Very good schemes of work and planning closely follow national guidance and activities provided for the children are imaginative and inviting. Learning objectives are clear, and resources are appropriately identified. Assessment procedures are very good, and results are used

effectively to plan appropriate programmes of learning for the children. Resources are used well, and the very good organisation of time for children who attend the nursery on a part-time basis ensures that they have equal access to the curriculum. Reading homework supports progress and builds valuable links with parents, who express a high level of satisfaction for the work of the nursery.

15. There have been improvements in provision for children under five since the last inspection. Detailed information on individual children is now transferred from the nursery to the main school. Activities with building blocks are now effectively organised in the nursery and the outside covered area. There is very good support for children who speak English as an additional language and book provision has been enhanced.

ENGLISH, MATHEMATICS AND SCIENCE

79. English

1. Attainment in English is above average by the time pupils leave the school at the end of Key Stage 2. It is average by the end of Key Stage 1. This reflects the wide range of language acquisition of pupils when they first come into school. Standards in English have improved significantly since the last inspection when the results of the national tests showed attainment to be below average. In the 1998 national tests for pupils aged seven, attainment was average or above when compared with all schools, except in writing where fewer pupils achieved the higher level (level 3) than achieved nationally. They show that, compared with schools with a similar background, pupils' attainment was above or well above average. National test results at the age of eleven in 1998 showed pupils' attainment to be above average with the percentage of pupils achieving the higher level (level 5) to be very high. In comparison with similar schools, their performance was well above average. Results of the 1999 national tests indicate that standards in writing at Key Stage 1 were lower than the previous year. This reflects the high number of pupils who speak English as an additional language and inspection evidence, together with results in national tests, suggests that, as pupils improve their spoken English, writing standards improve as pupils move through the school. At Key Stage 2, there was a rise from sixty-four per cent to eighty-seven per cent of pupils achieving at level 4 or above in English. Taking the three years 1996 to 1998 together, girls attained higher results than boys at Key Stage 2.
2. By the end of Key Stage 1, most pupils achieve average standards in speaking and listening. Pupils in Year 2 ask and answer questions confidently in discussions and are keen to talk about their work at the end of lessons. By the end of Key Stage 2, most pupils' attainment is above average. In Year 6, pupils understand the meaning of a wide range of words. They express their feelings confidently when they recount stories and discuss the lives of people in the past. Their choice of vocabulary is good, for example, when they show empathy with evacuees during the Second World War. These good standards reflect the school's emphasis on the development of spoken language in all subjects.
3. All pupils make at least good progress in speaking and listening by the end of each key stage. Pupils with special educational needs and those who speak English as an additional language make very good progress. In Year 1, pupils take turns in contributing to discussions and listen carefully to their teachers and other pupils. Pupils in Year 3 make good use of formal English to talk about synonyms and enjoy the sound of the word itself. Pupils in Year 4 read aloud together expressively and give opinions about work of other pupils constructively and sympathetically. In Year 5, pupils express preferences for different authors clearly and succinctly.
4. Pupils' attainment in reading is average at the end of Key Stage 1. Most pupils read simple texts with reasonable confidence. They know letter sounds and most use these well to tackle new and unfamiliar words. Pupils begin to show preferences for different types of books and enjoy discussing the characters and talking about the plot. By the end of Key Stage 2, many pupils are fluent readers and attainment is above average. Pupils show a good understanding of a range of texts and identify key features and themes in stories. They are familiar with the work of modern children's authors and express preferences for different kinds of texts. Pupils use index pages and the library catalogue effectively to gain information which they require for their work.
5. Throughout the school, pupils make good progress in the development of their reading skills. Pupils in Year 1 build on previously learned skills to tackle simple words with increasing confidence and

- accuracy. By Year 3, pupils have an appropriate range of strategies to interpret unfamiliar words. Pupils in Year 4 enjoy poetry and are able to discuss the similarities and differences between poems about animals by different authors. In Year 5, pupils develop a good understanding of how authors use similes to portray character, for example in the story of 'The Iron Man' by Ted Hughes. In Year 6, most pupils are discerning readers who read confidently, both for pleasure and for information.
6. Attainment in writing is average by the end of Key Stage 1 and above average by the end of Key Stage 2. By the age of seven, pupils understand the importance of organising their work so that it follows a sequence and many write interesting sentences. Pupils make regular use of full stops and capital letters. They apply their knowledge of word patterns and letter sounds to improve their spelling. Commonly used words are usually spelt correctly. Handwriting is not joined but is usually well formed and well presented. Pupils develop a lively vocabulary and compose interesting beginnings to their stories. By the time they are eleven, pupils extend their writing effectively. They write in a variety of styles for different audiences. Work is well-organised into paragraphs and punctuation is used correctly.
 7. Throughout the school, pupils make at least good progress in writing and those with special educational needs or who speak English as an additional language make very good progress. In Year 1, pupils compose interesting sentences about shells after reading extracts from the book "The Spell Shell". In Year 3, pupils learn to map out the plan of a story before they begin to write. Pupils in Year 4 develop more secure understanding of grammatical structures and a stronger sense of narrative. In Year 5, pupils introduce adverbs well into their poetry writing. Pupils in Year 6 competently plan, edit and revise their work, improving the quality. They are able to convey effectively the feelings of others through the written word.
 8. Attitudes to work are good and most pupils behave very well. Pupils respond sensibly to instructions and settle down to the tasks quickly. They concentrate and co-operate well in whole-class, small group and independent activities. Consideration is shown for others' ideas during discussions.
 9. The quality of teaching is good overall. At both key stages, the development of the literacy hour is effective and particularly successful in developing pupils' critical awareness of the texts they read together. Teachers have a secure knowledge of English and use this well to promote effective learning. Pupils are expected to concentrate in lessons and this has a positive effect on the quality and quantity of work produced.
 10. Teachers plan lessons carefully. In the best lessons, they make targets clear to their pupils so that a good pace of work is maintained. Effective questioning techniques are a strength in the teaching and they are used well to check pupils' understanding, provide further information and clarify ideas. The brisk pace to most lessons ensures that time is used effectively. Good use is made of an appropriate range of resources to support lessons and non-teaching staff are deployed well to support pupils with special educational needs and those who speak English as an additional language. Individual education plans are followed effectively. Dictionaries and 'word banks' are used appropriately to encourage pupils to become independent writers. Teachers manage pupils well; they treat them with respect and value their comments.
 11. Planning and assessment in English has improved since the last inspection. There is now a scheme of work to ensure that pupils' knowledge and skills grow systematically as they move through the school. Teachers assess pupils' work positively through discussion with individuals, constructive use of marking and regular reviews. Good use is made of national tests and school tests to identify those pupils who need extra support. Targets are then set for them. The Reading Recovery Scheme has been successful in raising standards of those pupils requiring extra help. Literacy is used well to support other subjects.
 12. Homework is set on a regular basis. Parents encourage their children through the home-school reading partnership, which operates well. Reading diaries are of a very high standard and include self-evaluation by pupils as well as comments by teachers and parents. This gives them a better understanding of the progress they are making and encourages them to strive for improvement.

13. The literacy co-ordinators have worked hard to implement the national strategy successfully and have organised useful resources to support this. Their roles have been broadened since the last inspection to include the monitoring of planning and a review of the National Literacy Strategy in the classroom.

Mathematics

14. In 1998, the percentage of pupils attaining the expected levels in national tests at the end of Key Stages 1 and 2 was near to the national averages. Taking the three years 1996 to 1998 together, the trend shows that the performance of pupils was slightly above the national average at both key stages. The results for 1999 show improvements in the percentage of pupils reaching the expected levels but currently there are no figures to give national comparisons. Evidence from the inspection shows that standards being achieved at the end of both key stages broadly reflect those shown in the national tests. There is good improvement from the attainment reported in the last inspection, particularly at Key Stage 2.
15. At the end of Key Stage 1, pupils are on course to achieve above average standards by the end of the school year. Pupils use a number square confidently to identify odd and even numbers and multiples of 2. They count forwards and backwards in two's with assurance. Higher attaining pupils continue sequences, such as the next three even numbers starting from a number which is larger than a hundred. Pupils select a number up to a hundred from cards, decide if it is in the 'two family' and then write the next three multiples of two. They identify tens and units in a two-digit number and use number cards to make three digit numbers. Lower attaining pupils use number lines accurately in order to complete sequences of numbers to twenty. Younger pupils at Key Stage 1 know number names to 20 and apply their knowledge of numbers accurately in a range of counting activities.
16. At the end of Key Stage 2, attainment is on course for pupils to achieve average levels by the time they leave the school. By the age of 11, most pupils have a firm understanding of the basic processes of addition, subtraction, multiplication and division. A few lower-attaining pupils have difficulty in breaking down numbers in order to help with subtraction. By the time pupils are 11, most have very well developed numeracy skills and use these to solve a variety of problems. Their ability to carry out mental calculations is good, for example when they use different mental strategies to multiply two digit numbers by ten and by multiples of ten. Higher attaining pupils in Year 6 add three sums of money together mentally. Pupils understand that mathematical problems can be broken down into different parts and that more than one operation is often needed. Younger pupils at Key Stage 2 use a range of mental strategies for adding numbers, such as, doubling, adding ten and then adjusting. They show good understanding of how numbers may be combined or subtracted in different ways. Examples of previous work show that pupils in Year 3 accurately identify the number of faces, edges and vertices in three-dimensional shapes, identify objects weighing more or less than one kilogram and draw lines of symmetry. In Year 4, pupils use brackets to show which calculation should be carried out first and they draw accurate line graphs and Venn diagrams. Pupils in Year 5 measure angles accurately and know the properties and names of special triangles.
17. Good progress is made at Key Stage 1. This reflects the range of challenging and well-matched activities presented by the teachers. Pupils with special educational needs and those who speak English as an additional language are well-integrated into lessons and they make very good progress. At Key Stage 2, progress is satisfactory overall. In the best lessons, pupils make good progress when they are encouraged to use correct vocabulary and draw on different written and mental strategies to solve problems.
18. Effective opportunities are made for pupils to extend and apply their numerical skills in other subjects such as science, when measuring forces. In history pupils use time lines to interpret the past and in information technology, pupils enhance their understanding of data-handling when they produce graphs and charts to show their results more clearly.
19. Pupils throughout the school have very positive attitudes to mathematics. They behave very well and listen to the contributions of others, as well as to their teacher. Pupils show enthusiasm for their work and concentrate well on their tasks. Many are beginning to develop confidence in explaining their methods in mental arithmetic and enjoy sharing strategies used with the rest of the class. Pupils respond well to the challenge of timed, brisk questioning seen in lessons, particularly at Key Stage 2.

20. Overall, the quality of teaching is good in both key stages. There is a wide variation in the quality of teaching at Key Stage 2. One lesson was unsatisfactory because there was insufficient challenge; the pace was slow and lesson objectives were not clear in the teacher's planning. In most lessons, teachers have high expectations of pupils' good work and behaviour. They use their good subject knowledge to produce interesting and challenging discussion and tasks. Mathematical vocabulary is developed consistently and well-directed questions challenge pupils of all abilities. Teachers have very good relationships with pupils and retain firm discipline in a purposeful working atmosphere. The school is well advanced with the implementation of the National Numeracy Strategy and teachers have responded very positively to this initiative. The quality of assessment, both day-to-day and longer term, is good. Findings are used effectively in planning and this is having a significant impact on standards attained by pupils. This is an area of improvement since the last inspection. Provision for homework is satisfactory.
21. Mathematics is very well managed throughout the school. There is a clear plan for the development of the subject and this includes the monitoring of the implementation of the numeracy hour. The co-ordinator is enthusiastic. She is conscientious in ensuring that the curriculum is well planned and gives good support to colleagues in developing numeracy in both key stages. The mathematics policy and scheme of work provide a good basis for teaching. There are regular opportunities for assessments and the school analyses trends over recent years at both key stages. The information gained is used effectively to set targets for pupils and is contributing positively to the raising of standards. Pupils in Year 6 attend extra lessons in the school holidays to help them to achieve their targets
22. Learning is effectively supported by regular use of practical apparatus. Pupils use appropriate computer programs and graphics packages to enhance and extend their understanding and present their findings in clear and attractive ways. Resources for learning are very good.

101. **Science**

1. Inspection evidence indicates that attainment in science is broadly in line with the national average at the end of Key Stage 1 and above at the end of Key Stage 2. In the 1998 teacher assessments for seven-year-olds, 88 per cent of pupils reached level 2 or better. This was close to the national average. There were particularly good results in experimental and investigative science. Nineteen per cent achieved level 3 and this was also about average, with good results in life and living processes. At Key Stage 2, seventy-two per cent reached level 4 or above. This was slightly above the national average, but only eight per cent of pupils achieved the higher level 5, and this was below the national average of sixteen per cent. Boys' performance in science over the years 1996 to 1998 was above the national average and girls' was well above. The 1999 results show improvements with ninety-one per cent of pupils reaching level 2 or better at Key Stage 1 and ninety-two per cent reaching level 4 or better at Key Stage 2. There are no current national comparative figures.
2. By the end of Key Stage 1, attainment is in line with the national average. Pupils are beginning to relate their work to their own experiences and to the outside world. Most pupils are able to predict outcomes and carry out simple experiments. They collect and interpret data, for example when classifying eye colour in Year 1. In Year 2, pupils describe the way some everyday materials change when they are heated or cooled. They understand that water changes to steam when it is boiled but can revert when it condenses on a cold surface. They use appropriate scientific language such as 'liquid', 'gas', and 'steam'. Pupils know that there are differences between plants and animals. In their study of life and living processes, pupils study the life of a frog and gain understanding of how creatures change as they grow. They investigate forces by experimenting with toy cars on ramps.
3. By the end of Key Stage 2, pupils' attainment is above average. As they carry out their investigations, pupils predict outcomes, for example in experiments about magnetic forces. They know that there are forces of attraction between magnets and magnetic materials. They understand that friction is a force which slows moving objects and experiment with a variety of surfaces to test their ideas. Pupils

investigate to find the best ways to filter water using wool, stones and sand. They gain practical experience and understanding of electricity by building different kinds of circuits. They use a growing scientific vocabulary to explain their findings. Pupils become aware of the contributions to science by important figures, such as Newton. Throughout the school, most pupils express themselves effectively in written and oral work and use appropriate vocabulary to describe their investigations.

4. At Key Stage 1, pupils make good progress. They become increasingly aware of scientific issues and their understanding develops well as they collect and record evidence in investigative work. They use their results to draw conclusions and explain their findings with a growing scientific vocabulary. At Key Stage 2, pupils become more confident in exploring ideas and considering possibilities. They pose increasingly challenging questions related to their work and use their knowledge and understanding of science to explain and interpret a range of everyday phenomena. At both key stages, pupils with special educational needs and those who speak English as an additional language are well supported by non-teaching staff and make good progress.
5. Pupils show positive attitudes and enjoy science. They are keen to answer questions and follow instructions. Most sustain their concentration in individual and group work and work hard. They remain on task, work with interest, treat resources respectfully and enjoy talking to adults about what they are doing. Relationships in lessons are very good and pupils respect one another regardless of gender or ethnicity.
6. All teaching observed was at least sound; it was good in eighty per cent of the lessons seen. Teachers are confident and most have good subject knowledge. The required aspects of science are planned well to develop pupils' knowledge and understanding in a systematic way. Lessons are well-organised, with good use of a range of appropriate resources. In the best lessons, expectations of work and behaviour are high and there is a brisk pace. Lesson objectives are made clear and higher attaining pupils are challenged to extend their learning. Class management is usually good and often very good and there is skilful use of praise, questioning and encouragement. Appropriate homework is set.
7. Science is led appropriately and the current development plan for the subject includes clear targets and intended outcomes. These include continuity of learning between Key Stage 1 and Key Stage 2 and professional training for staff. Schemes of work are well planned and teachers' planning is monitored, but because of the school's appropriate emphasis on literacy and numeracy, there has been no monitoring to ensure consistent implementation of the schemes. Appropriate attention is paid to literacy and numeracy in science. Resources, which include an environmental area, are satisfactory and they are used effectively but insufficient use is made of information technology. Careful attention is paid to safety. Science makes a valuable contribution to pupils' personal development in lessons and through visits such as those to the Science and Natural History Museums.

OTHER SUBJECTS OR COURSES

Information Technology

8. By the end of both key stages, most pupils attain above average standards. This is an improvement since the last inspection.
9. By the end of Key Stage 1, pupils demonstrate a good range of skills and use painting and word processing software to create pictures and text. In Year 1, pupils understand the use of the shift key, how to delete and how to print out a piece of text. They use the keyboard and control the computer mouse with growing confidence. In Year 2, pupils use the arrow and backspace keys as they compose text, edit their work and save it successfully. They paint pictures using line and shape tools. For example, they follow instructions to draw a yellow circle inside a red square and draw hollow or filled shapes. With help, pupils use information technology to sort and classify information and to present

their findings. They recognise that the computer controls the printer. No other control and modelling was seen during the inspection, but it is planned appropriately in the schemes of work.

10. By the end of Key Stage 2, pupils' skills are good and most pupils edit, save and retrieve their work to support learning in other subjects. They create more complex pictures, change fonts and colour of text. Younger pupils in the key stage load a file, highlight words and phrases and use different fonts and sizes. They integrate a small amount of text with pictures they have drawn. They gain experience with data handling when they use a database program to record other pupils' favourite pets, hair and eye colour. With support, older pupils create a multi-media presentation linked to a history topic about Ancient Greece. Pupils search CD-ROMs and the Internet for information relevant to their studies in other subjects. Pupils in Year 6 draw a table and copy and paste text into cells. They do not use information technology to sense physical data such as temperature and display it as part of their learning in science.
11. Pupils make good progress at both key stages. At Key Stage 1, they explore the use of the computer and become confident as they generate and communicate their ideas in different forms. They become more aware of the use of information technology to store information which can be retrieved later. At Key Stage 2, they develop an understanding of how the Internet works and how to access information. They show increasing confidence and independence in using most aspects of information technology but they have limited opportunities in using modelling and control equipment. This is recognised by the school and plans are in hand to improve resources. As pupils move through the school, they build systematically on their knowledge and skills from year to year and apply these successfully in their work. Pupils with special educational needs and those who speak English as an additional language are equally involved and make good progress. Literacy and numeracy are developed well in information technology.
12. Pupils' response to work in information technology is good. They are enthusiastic and enjoy using computers, responding well to those who teach them in a very positive way. Pupils generally sustain concentration but in some whole class lessons, a minority of pupils do not concentrate fully when they have difficulty in seeing the small screen. Throughout the school, pupils co-operate well and enjoy helping each other. They recognise that computer skills are an important feature in everyday life.
13. Overall, teaching is good in both key stages. Teachers give clear instructions and have high expectations of what pupils can achieve. All lessons are well planned and teachers make the best use of the available resources. They use direct teaching of the whole class to teach skills and routines which pupils then practise when they have opportunities to use the computers. Work is effectively linked to other subjects, such as mathematics when data is collected or history when pupils search for information on CD-ROMs. Teachers' subject knowledge varies but it is never less than sound and often good. Planning clearly identifies what pupils are to learn and lesson objectives are shared with pupils.
14. The subject is competently led. The co-ordinator has a very good overview of the subject and a clear vision for its future development. He provides good support and guidance for colleagues. There is a sound policy and a very well constructed scheme of work which clearly sets out the skills to be developed and opportunities for assessment. The schemes of work and assessment procedures very effectively support the preparation of work and ensure continuity and progression. These are significant improvements since the last inspection.
15. The school has successfully bid for and received funding from the National Grid for Learning. A dedicated computer room is being organised so that classes can use a networked system and learn together. Resources are now sufficient for the teaching of the subject and enhanced equipment for control and modelling is planned to support teaching and learning in design and technology and science.

Religious education

1. By the end of both key stages, the attainment of pupils in religious education is in line with the expectations of the locally Agreed Syllabus. The attainment of pupils in Key Stage 1 is similar to that recorded in the last report. The attainment of pupils in Key Stage 2 was relatively higher as some pupils achieved well and this is still the case.
2. Key Stage 1 pupils understand that people of different faiths have their own special places for worship, and they know that Christians worship in church. They visit the local church and see the font, the baptismal candle and the cross and record these through drawing and writing. Pupils consider the important milestones in their own lives. They discuss their responsibility in caring for and helping others when they learn the story of the Good Samaritan and link this with their own kindness in bringing gifts for the Harvest Festival service. Pupils gain an increasing understanding of the similarities and differences between faiths as they study festivals and rituals in Islam and Hinduism. They join with their friends to celebrate Divali.
3. By the end of Key Stage 2, pupils gain a deeper understanding of the importance of Jesus in the Christian faith as they study significant events in His life. They study other faiths such as Judaism and Buddhism and understand that there are recognised leaders whose teachings are followed. Pupils discuss the role of leadership and the qualities needed to be a leader. Pupils in Year 6 relate these to the life and work of the Israelite leader Moses. They recognise that religion is very important in some people's lives. They study the Ten Commandments given to the Israelites and understand the significance of these as they try to put them into their own words. Pupils understand that religions have rules which members try to follow.

4. Progress in both key stages is satisfactory and pupils study topics in increasing depth. At Key Stage 1, pupils become more aware of the relevance of Bible stories to their own lives. They gain respect for a range of religions and increase their understanding of other faiths. At Key Stage 2, pupils increase their knowledge of the Christian year as they study the significance of Christmas and Easter. They learn about leaders such as Buddha and Guru Nanek and know that discipline and ritual are features of religions. They are increasingly aware of the importance of religion in world affairs. Progress for pupils with special educational needs and those who speak English as an additional language is very good as they gain knowledge and understanding of the wide range of faiths held by pupils in the school.
5. Pupils have good attitudes to learning at both key stages. They show a readiness to discuss their own thoughts and feelings openly and confidently within the very positive atmosphere created in the school. In class discussions pupils listen attentively to the teacher and to one another and they respond to questions with enthusiasm. Pupils show respect for the beliefs of others and respond well to the consideration of other faiths.
6. The quality of teaching is generally good in both key stages. Teachers have good subject knowledge which is conveyed sensitively and appropriately. They keep the pupils fully involved throughout the lessons by asking appropriate questions. This helps them to build effectively on what the pupils already know. Pupils are encouraged to be reflective and thoughtful as they record their work. Lessons are planned well and teachers promote good relationships in the classrooms and value the contributions of all pupils. The wide range of faiths in the school community is used well to enhance the pupils' knowledge of different religions.
7. Literacy is used effectively to support the subject. There is a satisfactory supply of books about a wide range of faiths and although pupils do not record every lesson in writing, where they do, their writing is thoughtful and relevant. The school follows the locally agreed syllabus for religious education and the scheme of work covers all the required aspects for both key stages. Resources are adequate and pupils visit local places of worship to enhance their understanding.

Art

8. No specific art lessons were seen at Key Stage 1. Judgements reflect work seen during design and technology lessons and in displays and pupils' portfolios of work. At both key stages, pupils make satisfactory progress.
9. At Key Stage 1, pupils develop skills and techniques such as observational drawing which they use well in other areas of the curriculum. They develop observational skills in science when they draw spiders. Careful paintings reflect the pupils' understanding of camouflage. Animals are almost hidden as they are painted against natural backgrounds of trees and jungle. In mathematics, they use natural and man-made items such as buttons, pasta, feathers, shells and seeds to create collages of sets of objects. Pupils study fabrics and design colourful, intricate patterns after looking at material from Guatemala. They design wallpaper during a design and technology lesson. Pupils illustrate their written work in many subjects with lively pencil and crayon drawings. They make attractive borders to enhance their writing when it is displayed. They work together to create attractive collage pictures of scenes from children's stories.
10. At Key Stage 2, pupils become more aware of the different ways in which pictures can be made. They sketch with a range of pencils to achieve a desired effect. Pupils study silhouettes and paint dramatic pictures of the London skyline against sunset backgrounds. They bring their knowledge and understanding of how famous artists have worked to influence their own work. For example, they study a variety of portraits and paint pictures of themselves and of Tudor characters. Pupils make attractive prints from string fixed on to blocks. They select contrasting colours to accentuate the patterns. Pupils in Year 6 experiment with watercolours. They vary the intensity of the colour and paint quickly and efficiently. Pupils illustrate their writing with interesting drawings, for example in their diaries of a trip

to Wales. Throughout the school, there is evidence of art from a wide range of cultures. Pupils make masks at carnival time and use pattern and colour to bring excitement to their work.

11. Literacy and numeracy are developed effectively as pupils read about significant artists and use pattern, shape and proportion in their work.
12. Behaviour is very good in art lessons, with some excellent behaviour in Year 6. Pupils enjoy the subject and are enthusiastic and keen to get on with their work. Collaborative skills are good, as pupils work well in pairs and groups. Respect for adults is a significant feature in the school, and in art lessons, pupils listen well to the teachers and are prepared to re-think their ideas and experiment with different colours and shapes.
13. In the lessons seen, teaching was good overall, with some very good teaching of older pupils at Key Stage 2. Subject knowledge is secure and resources are well prepared. Expectations are high in most lessons. In the best lessons, teachers discuss progress with individual pupils, and all pupils are constantly engaged with the work in hand. The teachers' use of art to support other areas of learning is very good, especially in history. This has a positive effect on the pupils' knowledge and understanding.
14. The co-ordinator leads the subject enthusiastically and shares her expertise with colleagues. The subject policy follows national guidance but it does not identify progressive skills in a helpful way to assist teachers with their planning. Resources for art are sufficient, but there are few prints of well-known pictures displayed in the school. Bright and well-organised displays of pupils' work raise self-esteem, and pupils with special educational needs enjoy their success in a subject which does not rely heavily on language skills.
15. Since the last inspection, satisfactory standards have been maintained and schemes of work have been developed to give a balanced coverage of the Programmes of Study at both key stages.

Design and technology

16. A limited number of design and technology lessons was observed during the inspection. Judgements are based on discussion with teachers and pupils, photographic evidence, displays and lesson observations.
17. Standards have been maintained since the last inspection with pupils generally reaching the standard expected for their age. Their progress is satisfactory overall with the best progress seen at Key Stage 1 where good attention is given to the development of skills.
18. Pupils at Key Stage 1 gain increasing confidence in designing and making products. In Year 1, pupils make hinges from card and tape and use their skills to fix a door in a model room. They follow instructions effectively and design wallpaper for the room. Pupils in Year 2 cut accurately and fix materials together when they make puppets. They choose suitable materials to decorate them and know that consideration of materials is an important feature when designing and making. Pupils make comparisons between the different kinds of puppets shown to them and begin to evaluate their work.
19. At Key Stage 2, pupils draw designs for what they want to make, but pay insufficient attention to appropriate planning, suitable materials and available skills when they design money boxes. Some pupils are more interested in the decoration of their money boxes than in the design. By the end of the key stage, photographic evidence shows that pupils make models using electric circuits to illuminate the eyes. They draw on their scientific knowledge to design and make interesting musical instruments as part of work on sound in science.
20. Pupils develop their literacy and numeracy as they make plans and designs and as they measure materials and follow instructions.

21. Pupils' attitudes to design and technology are generally good. They enjoy working together and having the opportunity to make choices from a wide range of colourful materials. In Key Stage 1 some behaviour was excellent. At both key stages, pupils take pride in what they do and are enthusiastic in their approach to the subject. They want to get on with practical tasks.

22. At Key Stage 1, teaching is of a very high quality. Teachers have very high expectations for their pupils, lessons are effectively planned and organised with a good focus on the development of skills. At Key Stage 2, teaching is generally satisfactory but is weaker when planning does not refer to the skills which pupils will learn and questioning lacks challenge in order to help pupils evaluate and improve their designs.
23. The curriculum is satisfactory and covers all elements of the National Curriculum Programmes of Study. The scheme of work briefly sets out topics in year groups but insufficient emphasis is given to the consistent development of skills as pupils move through the school. This hampers the scheme's effectiveness in providing support for teachers in their daily planning, especially at Key Stage 2. The co-ordinator makes a sound contribution to the leadership of the subject. Resources are satisfactory and are readily accessible.

Geography

24. No teaching was observed in Key Stage 2 and only two lessons in Key Stage 1. Judgements are based on evidence from teachers' planning, scrutiny of pupils' work and school displays as well as the few lessons seen. Most pupils make satisfactory progress in both key stages and this concurs with the last inspection. Progress made by pupils with special educational needs is very good and this is a great improvement on that reported in the last inspection. Pupils who speak English as an additional language also make very good progress.
25. At Key Stage 1, pupils undertake fieldwork activities in the school locality when they study the different kinds of buildings as part of a history topic. They see the changes in building materials and recognise that the area has changed over time to meet the needs of the people who live there. Their understanding develops well as they become aware that the world reaches beyond their locality. They look at a globe and a map to identify specific countries such as Colombia, where they are sponsoring a boy's education. Pupils understand that countries have capital cities and are aware that there are major natural disasters such as earthquakes. They know that islands are surrounded by sea and that it is very cold at the North and South Poles.
26. By the end of Key Stage 2, pupils develop a deeper understanding of places outside their locality. They visit the Gower Peninsula and compare its geographical features with where they live. Pupils are aware of the importance of the Severn Bridge as a means of communication and make maps to show the names of the main cities in Wales. Study of the wider world develops as pupils learn about the countries of Europe. In their study of Greece they recognise the major influence of the holiday trade. Pupils' extended writing is good as they write about booking a holiday and writing a letter of complaint afterwards. Literacy and numeracy are developed well in both key stages as pupils do research and make maps.
27. At Key Stage 1 pupils behave well. They listen attentively to the teachers and other pupils. They contribute openly from their own experiences. There is respect for different ways of life and pupils are curious about different parts of the world and what they look like.
28. The quality of teaching, as observed in the lessons in Key Stage 1 is good. Teachers make good use of the pupils' own experiences to bring relevance to the learning. Correct geographical vocabulary is developed well. The teachers set high expectations of good behaviour and lessons move at a good pace. Resources are sufficient and they are well organised.
29. The school has a helpful policy and a detailed scheme of work which provides a clear structure for the development of skills. Medium-term planning is monitored by the co-ordinator, who is working hard to develop the subject and meet the requirements of the new curriculum for the year 2000.

145. **History**

30. Little teaching was observed at Key Stage 1. Judgements are based on evidence from teachers' planning, scrutiny of pupils' work and displays in classrooms as well as on the lessons seen. Progress is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils with special educational needs and those who speak English as an additional language make very good progress at both key stages. This shows good improvement since the last inspection, when lower ability pupils were deemed not to be making sufficient progress in relation to their abilities.
31. Pupils make satisfactory progress at Key Stage 1. They gain understanding of the passage of time as they consider changes in transport through the ages and discuss the differences between travelling by horse and cart or by car. Their understanding of chronology increases as they learn about time lines. Pupils become increasingly aware of the contribution to society of famous people such as Harriet Tubman. They develop an early interest in history and begin to appreciate how many aspects of society have changed.
32. At Key Stage 2, pupils build on earlier knowledge and extend their study to include the ancient civilisations of Egypt, Greece and Rome. Visits to museums help pupils to recognise the wealth of information which can be gained from artefacts. They become more aware of the different social structures in societies. Their investigative skills develop well as they use the Internet to find information on the Anglo-Saxon kings. There are good links with geography as pupils study old maps to find out more about the Great Fire of London. Pupils investigate important features of Britain since the 1930's and record their findings as they consider the contents of 'evidence bags' and try and build up pictures of the owners.
33. Literacy and numeracy develop well in history. Pupils study time lines and dates and older pupils produce good extended writing when studying the Ancient Egyptians and Greeks.
34. Pupils' attitudes to learning are generally good. They respond well to teachers' questions and listen carefully to instruction. They are enthusiastic in lessons and enjoy finding out about the past. They are well behaved, work well together on tasks and display good quality relationships. They concentrate hard on their work and persevere even when some of them find the work very challenging.
35. The quality of teaching is good at both key stages. Teachers have a good subject knowledge and use questioning effectively to draw out factual knowledge and understanding as pupils research and look at historical artefacts. There is an appropriate balance between direct explanation and developing pupils' ability to find out evidence for themselves. There is an appropriate focus on the development of investigative and deductive skills. Lessons generally move at a brisk pace and there is a useful plenary session to assess pupils' understanding and reinforce teaching points. Marking is of good quality and provides pupils with some idea of direction for improvement. Homework is used to support pupils' learning.
36. The policy and scheme of work provide a good structure for the development of historical skills. This is a great improvement since the last inspection when no scheme existed and there was no systematic development of skills as pupils progressed through the school. The co-ordinator is enthusiastic and has developed a portfolio of pupils' work to assist teachers with their assessments. The school is prepared to further develop its work in history when the new curriculum for the year 2000 is published.
37. Good use is made of the local environment to study local history and residential visits by older pupils contribute positively to their progress. Visits to London's museums and historical sites enhance the pupils' experiences and bring relevance to their learning.

Music

38. Standards across Key Stages 1 and 2 are above average and well above average in instrumental tuition and extra-curricular work. This concurs with the findings of the previous report and high standards have been maintained. Pupils sing well in lessons and assemblies. They sing confidently with good diction and expression and their singing is in tune. In instrumental work, pupils play parts accurately by the end of Key Stage 1. By Year 4, pupils play and clap complex polyrhythms. In composing, pupils successfully combine sounds to create imaginative pieces such as those based on the theme of war. This related to their work on World War 2 in Year 6. In composing, groups are often led by pupils who show good directing skills. Pupils listen and appraise well and show good critical awareness, for example in Year 6 when they discuss Stravinsky's 'Symphony in Three Movements'. Musical vocabulary is well developed and pupils show appropriate knowledge of composers, styles, instruments and artists.
39. All pupils make very good progress, including those with special educational needs and those who speak English as an additional language. Skills are developed well and used consistently. Pupils who are instrumentalists are sufficiently challenged and given opportunities to use their skills in the classroom. Literacy is developed well as pupils gain a secure musical vocabulary. Pupils in Year 3 know that they play 'glissando' as they create atmospheric music on percussion instruments.
40. Pupil's attitudes to music are excellent. Most pupils are enthusiastic and enjoy music and they are very keen to contribute to lessons and answer questions. They enjoy excellent relationships and show great respect for their teacher. They appreciate opportunities to work collaboratively, use equipment sensibly and make good use of time. They are considerate towards each other and are polite and courteous.
41. Teaching is very good overall and excellent at Key Stage 2. The teacher has specialist subject knowledge and her vocal, instrumental and arranging skills enhance the curriculum. She gives clear instructions and lessons are presented confidently. Expectations of good work and behaviour are very high at Key Stage 1 and they are excellent at Key Stage 2. Objectives are clear and lesson content is varied and well matched to the needs of the pupils. Lessons are very well organised and excellent use is made of the limited time available, resources and the teachers' subject skills. Very skilful questioning determines what pupils understand and there is ample praise and encouragement. Lesson pace is brisk, teaching style is warm and pleasant and relationships are excellent. Homework is set informally and is often to practise parts. Music is extremely well led and well organised by the enthusiastic co-ordinator. There is a well-equipped music room but many of the instruments are old and in need of replacement.
42. Pupils receive instrumental lessons on string and wind instruments and recorders from the music co-ordinator. Many pupils reach very high standards. These lessons impact positively upon extra-curricular work. Activities include the large orchestra, choir and recorder groups. These groups perform at very high levels in assemblies and concerts as well as at outside events for the community. School musical productions include all pupils in the year groups involved, as in the last production of 'The Evacuees'. Music contributes enormously to pupils' personal development and supports their other learning. It is a major strength of the school.

Physical education

43. In physical education, pupils of all abilities make good progress in both key stages. By the time they leave the school, the standard of their physical skills is better than expected for pupils of this age. This largely reflects the findings reported in the last inspection. Standards are enhanced through the very good leadership and subject expertise of the co-ordinator, the very good range of extra-curricular sport, professional coaching and involvement in a number of local competitions.
44. By the end of Key Stage 1, the pupils have developed good levels of balance, movement and gesture. They know the importance of the warm-up sessions and have a good awareness of space and of other pupils around them. In a dance lesson in Year 2, the class followed instructions carefully and moved to music as if they were a character in the story of 'Jack and the Beanstalk'. They could 'freeze' when

requested and hold their pose and they could build on initial ideas and develop these to improve the quality of work. A Year 1 class also performed well and made good progress in responding sensitively to music.

45. At Key Stage 2, pupils develop, refine and modify their games skills well. A Year 6 class participated in a very active session taken by a professional cricketer from a local club. They were completely engrossed and concentrated hard. By the end of the lesson they bowled, threw and caught a ball with improved accuracy and skill. Pupils' development of their gymnastics skills is very good in Year 3, as they refine individual movements and build a sequence. They do this with a high level of interest and ability. The majority of pupils swims unaided for at least 25m by the time they leave school.
46. Pupils have good attitudes towards physical education and games. They enjoy the subject, respond well to the tasks set and play well together. They follow instructions sensibly and pupils with behavioural difficulties were observed concentrating and behaving well because of their interest. The physical education programme, including residential visits, makes a good contribution to the social development of the pupils, for example in paired and group work for dance, gymnastics, team games and outdoor pursuits.
47. The quality of teaching is good overall. At this stage of the year, teachers are establishing routines for using gymnastics equipment safely and pupils are gradually responding to this. Lesson plans include appropriate objectives and content to ensure that teachers are clear about what they expect pupils to achieve by the end of the lesson. Where teachers lead by example or use pupils to demonstrate particular skills, this leads to good progress in the development of pupils' ideas and understanding. Teachers manage pupils well in physical education with a firm, ordered approach. Assessment arrangements are not well developed, but teachers use day-to-day assessment well to support good progress.

163.
INSPECTION DATA

PART C:

163.
INSPECTION EVIDENCE

SUMMARY OF

1. A team of six inspectors, one of whom was a lay inspector, spent a combined total of 24.5 days in the school. Prior to inspection they considered a range of documentation provided by the school. On an initial visit the Registered Inspector met the headteacher, the staff, the governing body and parents. Further documentation, including teachers' plans and policy documents, was scrutinised during the inspection. The total time spent in classes, discussion with pupils and evaluation of their work was 87 hours. The inspectors observed 123 lessons or parts of lessons and they observed assemblies. They listened to pupils read and examined samples of their work. They observed registration sessions, breaks, lunchtimes and movement between lessons. They talked to pupils, governors, staff and parents. Before the inspection, 18 parents attended a parents' meeting. Responses to the parents' questionnaire were also considered. Attendance registers, records of pupils' progress and reports for parents were checked.

164.
164.
INDICATORS

DATA AND

165. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	312	2	94	124
Nursery	25.5	0	0	0
Unit/School				

166. **Teachers and classes**

166. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	16.7
Number of pupils per qualified teacher:	18.7:1

166. **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	138

166. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25.5

166.	Education support staff (Nursery school, classes or unit)	
	Total number of education support staff:	2
	Total aggregate hours worked each week:	66
	Average class size:	26.0

167. **Financial data**

Financial year:	1998/99
	£
Total Income	733,685
Total Expenditure	748,110
Expenditure per pupil	2,273
Balance brought forward from previous year	44,425
Balance carried forward to next year	30,000

168. **PARENTAL SURVEY**

Number of questionnaires sent out:	200
Number of questionnaires returned:	61

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	72	25	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	30	5	5	0
The school handles complaints from parents well	34	41	20	3	2
The school gives me a clear understanding of what is taught	36	54	8	2	0
The school keeps me well informed about my child(ren)'s progress	38	46	8	7	2
The school enables my child(ren) to achieve a good standard of work	39	51	8	2	0
The school encourages children to get involved in more than just their daily lessons	41	38	18	2	2
I am satisfied with the work that my child(ren) is/are expected to do at home	33	49	12	7	0
The school's values and attitudes have a positive effect on my child(ren)	39	51	8	0	2
The school achieves high standards of good behaviour	41	43	15	0	2
My child(ren) like(s) school	69	30	2	0	0