

# INSPECTION REPORT

## **HITHERFIELD PRIMARY AND NURSERY SCHOOL**

Streatham, London

LEA area: London Borough of Lambeth

Unique reference number: 131824

Headteacher: Mrs A Folley

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 19 – 22 May 2003

Inspection number: 248861

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery and Primary

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Hitherfield Road  
Streatham  
London

Postcode: SW16 2JQ

Telephone number: 020 8769 8428

Fax number: 020 8677 8857

Appropriate authority: The governing body

Name of chair of governors: Mr S Hooberman

Date of previous inspection: 30 April 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20893	Mr D J Curtis	Registered inspector	Foundation stage Information and communication technology Physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
9275	Mrs C Kalms	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3574	Dr K Singh	Team inspector	English as an additional language	
29362	Mr D Cousins	Team inspector	Art and design Design and technology Religious education	
20063	Mr G Slamon	Team inspector	English Geography	How good are the curricular and other opportunities offered to pupils?
8696	Mr A Maula	Team inspector	Educational inclusion Special educational needs Science History	
20457	Mr B Fletcher	Team inspector	Mathematics Music	How well is the school led and managed?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Hitherfield Primary and Nursery School is situated in the London Borough of Lambeth. It is a much larger than average sized primary school, with a total of 387 pupils on roll, with 196 boys and 191 girls. In addition, 31 children attend the Nursery full time, with 16 attending part time each morning or afternoon. There are 310 pupils from ethnic minority families, including 36 who are designated as refugees; these figures are above average. One hundred and seventy one pupils have English as an additional language of whom 62 receive specialist support; these figures are above average. There are 87 pupils identified as having special educational needs; this is slightly above the national average. Seven pupils have a statement of special educational need; this is above average. Currently, 177 pupils are entitled to free school meals; this is above average. Children enter school with standards that are well below average for the local education authority. During the last two years, 14 teachers have left the school and 12 have been appointed.

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

This is a good school. Standards are rising at an impressive rate and pupils achieve well. By Year 6, standards in religious education, art and design, design and technology, dance and singing, are good. Pupils show positive attitudes to learning and their behaviour and relationships are very good. Teaching is good across the school and makes a significant impact on the rising standards. The leadership and management of the headteacher, key staff and governors are good. The school provides good value for money.

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

- By the end of Year 6, standards in religious education are well above the expectations of the locally agreed syllabus; standards in art and design, design and technology, dance and singing are above average.
- Whilst it has yet to have a full impact on standards the provision for English and literacy is very good and enables all children to achieve well.
- Teaching is good, and often very good, and leads to pupils' good achievement throughout the school.
- The provision for pupils' spiritual, moral, social and cultural development is very good and leads to good attitudes and personal development and very good relationships.
- The leadership and management of the school are good and have been a major contributory factor in school improvement.
- The quality of the curriculum offered to pupils is very good.

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

- Poor levels of punctuality by pupils, and unsatisfactory levels of attendance for a significant minority.
- The amount of specialist support for children with English as an additional language who are in the Foundation Stage.

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

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

The school was previously inspected in April 2001 and placed into serious weaknesses. The school has made very good progress since then because of effective leadership and management and has the capacity to sustain that improvement. By Year 6, standards in English, mathematics, science and information and communication technology have improved significantly. The quality of teaching in Years 3 to 6 has improved. Leadership and management of the school are now good. Provision for pupils' spiritual development is very good and the school now meets requirements for a daily act of collective worship. There are now thorough procedures in place for monitoring the quality of teaching and pupils' learning. However, despite much hard work, pupils' attendance and punctuality are still unsatisfactory

and poor respectively. There are now good assessment procedures in place so that pupils' progress can be checked.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	E	D	C	A
Mathematics	D	D	C	A
Science	E	E	C	A

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

*Similar schools are those up with more than 35 per cent and up to 50 per cent of pupils entitled to free school meals.*

Children achieve well in the nursery and reception classes and meet the Early Learning Goals for personal, social and emotional development, mathematical, physical and creative development. Largely because of children's particularly weak English on entry to the school, they are still unable to meet the goals for communication, language and literacy, and knowledge and understanding of the world, by the time they enter Year 1. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress overall, but the latter group could do better with a higher level of support.

As a result of a rich curriculum and consistently good teaching, pupils continue to achieve well and reach average standards in most subjects by Year 2, though reading and writing standards are still held back and remain below average along with those in geography. These standards largely mirror the 2002 Year 2 national test results, though standards in science have improved since then as a result of good teaching. Standards in religious education are above average.

By Year 6, pupils have continued to achieve well and standards seen were average in English, mathematics, science and most other subjects, in keeping with the results in the table above, which shows that results are gradually improving and were particularly good when compared with those of similar schools. The school is on course to meet its challenging targets in English and mathematics. In art and design and in design and technology standards are above average, and in religious education they are well above average. Pupils with special educational needs achieve well through Years 1 to 6 because of effective support from class teachers and learning support assistants; those with English as an additional language also make good progress as the result of effective specialist support and the effective partnership between support teachers and class teachers. More able pupils mostly do as well as their peers, but they could do better if they were given more challenging work in some lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils show positive attitudes to school and lessons. They clearly enjoy school and are prepared to work hard.
Behaviour, in and out of classrooms	Good, pupils behave well in lessons, at breaks and lunchtimes and when moving around the school. Pupils benefit from a good range of activities at lunchtime.

Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good. Boys and girls work and play together and racial harmony is very good.
Attendance	Unsatisfactory overall. Punctuality is poor. Both this and the poor attendance levels of a significant minority of pupils have a negative impact on pupils' progress and the standards they and the school achieve. Persistent lateness disrupts pupils' own learning and that of their peers.

This is an inclusive school and relationships between pupils from different backgrounds are good and contribute to the positive attitudes seen in the majority of lessons.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching in the Foundation Stage is good, with strengths in the teaching in all six areas of learning. Relationships with children are good and effective use is made of the nursery nurses and primary helpers to support children's learning. There is a good balance of adult-led activities and those children choose for themselves.

Strengths of teaching in Years 1 to 6 include very good relationships between pupils and teachers. Teachers manage pupils well and make good use of resources, including primary helpers to help pupils in their learning. Lesson planning effectively meets the different learning needs of pupils by ability and age group. Lesson objectives are shared with pupils at the start of lessons, which enables them to take a full part in their own learning.

Teaching of literacy is good; teachers implement the National Literacy Strategy effectively in lessons. The key skills of reading and writing are taught successfully, with pupils using and applying these key skills in many subjects. As a result, standards in English are improving rapidly. The teaching of numeracy is good. Teachers implement successfully the National Numeracy Strategy. The teaching of key skills in number is good and contributes to improving standards.

Teaching of pupils with special educational needs is good. Teachers and primary helpers are aware of the targets in individual education plans and ensure pupils' work is matched to these.

Teaching of pupils with English as an additional language is good. Pupils benefit from specialist teaching which enables them to make rapid progress in learning English. There is insufficient specialist support in the nursery and reception classes with the result that they make satisfactory rather than good progress in communication, language and literacy.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All subjects are taught to the full requirements of the National Curriculum. Pupils benefit from a good range of extra-curricular activities, visits and visitors to the school. Provision for PHSE (personal,

	social and health education) is very good.
--	--

Provision for pupils with special educational needs	Good, with pupils receiving effective support from teachers and dedicated primary helpers. Strong 1:1 support for pupils with a statement of special educational needs ensures they are fully included in all lessons.
Provision for pupils with English as an additional language.	Good in Years 1 to 6, but satisfactory in the Nursery and reception. Where pupils receive specialist support, it is of high quality and contributes to the good progress made by pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, with particular strengths in spiritual, moral and cultural development which make a positive contribution to pupils' good attitudes and relationships. Social development is good.
How well the school cares for its pupils	Good, pupils are well cared for in the school. Child-protection procedures are fully in place and health and safety issues are monitored regularly.

Parents who attended the meeting and who returned questionnaires were supportive of the work of the school. The school's links with parents are good. Many are pleased with the school's provision for their children who have special educational needs. The school has effective procedures for assessing pupils' learning and using the results of information gathered to plan pupils' future work.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good, the headteacher has a clear vision for the future of the school. In the very effective partnership with her deputy headteacher, they are continuing to secure improvements in the standards pupils achieve and the quality of teaching.
How well the governors fulfil their responsibilities	Good, governors have a detailed understanding of the school's strengths and weaknesses. They are hard working, effective and determined to ensure continued school improvement.
The school's evaluation of its performance	Good, the headteacher and her colleagues have a clear and detailed understanding of the school's strengths and areas for improvement.
The strategic use of resources	Good, funding for special educational needs is used efficiently. The IT Suite is used with increasing effect to support pupils' learning.

The accommodation is good and has a positive impact on pupils' learning. Staffing levels and resources are good, with the exception of specialist support staff for children with English as an additional language in the Foundation Stage. The strength of leadership and management is the contribution to the significant improvements in the last two years. The school applies satisfactorily the principles of best value in its spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school has high expectations of their children.</li><li>• Their children like school.</li><li>• Their children make good progress at school.</li><li>• Teaching is good.</li><li>• The school helps their children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework their children receive.</li><li>• The range of activities outside of lessons.</li></ul>

Twenty-seven parents attended the meeting with the registered inspector and 103 questionnaires were returned. Inspection findings support the very positive views of parents, but inspectors judge that the school provides a good range of activities beyond lessons and a similar range of homework to that found in most primary schools.

## **PART B: COMMENTARY**

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

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

##### ***Foundation Stage***

1. Children enter the nursery with standards which are well below those expected of three-year-olds. Forty per cent have English as an additional language and 15 different languages are represented. As a result of good teaching, children make good progress in the 'stepping stones' of the Foundation Stage curriculum. This good teaching continues in the reception classes and by the time the children start Year 1, they make good progress to meet the expectations of the Early Learning Goals<sup>1</sup> in personal and social development, mathematical development, creative development and physical development. In communication, language and literacy and in knowledge and understanding of the world, the majority will not meet the Early Learning Goals. However, 30 per cent of more-able children will. Children with special educational needs make satisfactory progress because they are supported effectively in the nursery and in reception. Children with English as an additional language make satisfactory progress. Currently, they receive insufficient support from specialist teachers and/or support staff funding by EMTAG (Ethnic-Minorities and Travellers Achievement Grant).

##### ***Years 1 and 2***

2. The results of the 2002 National Curriculum assessments for pupils in Year 2 were average in mathematics, but below average in reading and writing. These results are a significant improvement on those achieved in the Year 2000 and confirm the trend in improvement. There was no significant variation in the standards achieved by boys and girls. In comparison with those in similar schools nationally<sup>2</sup>, the results were above average in reading and writing and well above average in mathematics. In the teacher assessments for science, results were well below average and below average in comparison with similar schools. Results at the end of Year 2 are affected each year by variations in the proportions of pupils with special educational needs or those at an early stage of learning English.
3. Current inspection findings judge that by the end of Year 2 standards in reading and writing and listening are below average, and well below average in speaking. Standards in mathematics and science are average. In reading and writing, pupils make good progress and achieve well, especially as a high proportion are learning English as an additional language. The improvement in science is the result of good teaching. The school has made good progress in raising standards since the previous inspection.
4. By the end of Year 2, standards in information and communication technology meet national expectations. In religious education, standards exceed the expectations of the locally agreed syllabus. In design and technology, standards exceed expectations for seven-year-olds. In art and design, history, music and physical education, standards meet expectations. In geography, they are below expectations because pupils' have insufficient knowledge of key vocabulary. Standards in information and communication technology, religious education and history have improved since the previous inspection as the result of good teaching and improved teacher confidence and expertise. In the remaining subjects, standards have been maintained.

---

<sup>1</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

<sup>2</sup> Schools with more than 35 per cent and up to 50 per cent of pupils entitled to free school meals.

### **Years 3 to 6**

5. The results of the Year 2002 National Curriculum assessments for pupils in Year 6 were average in English, mathematics and science. There was no significant variation in the standards achieved by boys and girls. In comparison with those in similar schools nationally, results were well above average in all three subjects. There has been a significant improvement in standards since the previous inspection in these subjects primarily as the result of consistently good teaching and higher expectations of what pupils can achieve.
6. Current inspection findings judge that by the end of Year 6, standards in English, mathematics and science are average and that the school is sustaining the significant improvement. Variations in the proportions of pupils with special educational needs or English as an additional language have an impact on standards, but pupils achieve well and make good progress. However, persistent lateness and unsatisfactory attendance by a significant minority of pupils has a negative impact on their progress and the overall standards achieved in Years 3 to 6.
7. By the end of Year 6, standards in information and communication technology meet national expectations. In religious education, standards exceed the expectations of the locally-agreed syllabus. In art and design and design and technology, standards exceed expectations for 11-year-olds. In geography, history, music and physical education, standards meet expectations. Standards have improved in all subjects since the previous inspection, with the exception of physical education where they have been maintained. Improvement is the result of good teaching in all subjects.
8. In Years 1 to 6, pupils with special educational needs make good progress in their learning as measured against the targets in their individual education plans. They are supported effectively in lessons and dedicated primary helpers who work in close partnership with teachers. In many lessons, pupils receive strong support from their peers, especially in paired or group work.
9. Pupils with English as an additional language also make good progress and achieve well, with many achieving the national expectation to reach Level 4 and above in the National Curriculum assessments at the end of Year 6. Pupils receive high-quality support from the EMTAG teachers and support staff. In addition, they are supported effectively in lessons by teachers and primary helpers who ensure they play a full part in all lessons. A strength of paired and group work is the support pupils receive from their peers.
10. The school has made very good progress in addressing the key issue from the previous report which linked to raising standards in English, mathematics, science and information and communication technology by the age of 11. Inspection findings judge that the school has the capacity to sustain the improvement and to meet its challenging targets because teaching is good and is supported by a strong commitment to high achievement by the leadership and management of the school. However, until all parents recognise the importance of good attendance and punctuality, the school, despite its best efforts, cannot ensure that pupils who are absent or frequently late will make the progress or achieve the standards of which they are capable.

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

11. At the time of the last inspection, pupils' attitudes, behaviour and personal development were positive aspects in the school. These strong features have been maintained.
12. Children settle well into the day-to-day routines of the nursery. When they start in the nursery, many have limited personal, social and speaking skills and are not used to English as their main language. During their time in the nursery they become more confident. They begin to play and work happily with other children and most of the time they share toys and resources together. In the reception classes, they continue to develop the good attitudes acquired in the nursery. They enjoy what is provided for them, listen well and make good progress.

13. In Years 1 to 6, the pupils' attitudes to school and work remain good, including those with special educational needs and/or those for whom English is an additional language. This makes a positive contribution to their progress. Most pupils enjoy school and want to learn. They are enthusiastic well motivated and interested. They concentrate in lessons, listen attentively to their teachers, and respond well to the good teaching they receive. On occasions, the pupils can be quiet and reluctant to take an active part in lessons, but in the majority of lessons they participate well, answering questions and joining in discussions. A good example was in a Year 5 history lesson on 'Changes in British Life since 1948'. The sensible manner in which they discussed the artefacts showed their good learning.
14. Behaviour in lessons and around the school is good. The pupils' know the standards of behaviour expected of them and as a result their behaviour is nearly always good and sometimes is very good. This benefits school life and the learning that takes place. They play well together in the playground. The number of fixed-term exclusions has decreased since the previous inspection. The school only uses exclusion in response to serious incidents and works hard using a variety of strategies, to prevent it from occurring. Pupils work in an environment that is free from oppressive behaviour and where bullying and harassment are rare.
15. In spite of the number of staff changes, pupils have very good relationships with their teachers and other adults who work with them in the school. The manner in which pupils of both sexes and from a wide range of ethnic and cultural groups get on well with each other is a strong feature of the school. In most lessons, pupils settle to work quickly and work unsupervised independently, in pairs and small groups. When working together, they co-operate and collaborate and work sensibly sharing resources, for example sharing computers. This helps them progress in their learning. The pupils' respect other people's feelings values and beliefs. This was illustrated in religious education lessons when they considered the traditions and beliefs of a range of religions with interest. Their good behaviour shows how they understand how their actions could impact on others.
16. Pupils' personal development is satisfactory. They speak highly of their school and are friendly and polite to each other and to other adults, including visitors. In the Years 2 to 6 singing assembly, pupils giving solo performances were confident and sang superbly. From an early age, pupils conscientiously carry out the duties given to them in the classroom, for example in Years 1 and 2 as the VIP for the day. Older pupils however have few opportunities to take on worthwhile responsibilities other than acting as fruit monitors and delivering registers around the school. The absence of a school council has reduced their sense of responsibility and understanding of their role in serving the school community.
17. Attendance is unsatisfactory because of the high levels of unauthorised absence. It remains low when compared with the national average. This has a considerable effect on the learning of those pupils who are frequently absent. There are no significant differences between groups of pupils, such as boys or girls or those from different backgrounds. The school has a high number of pupils with attendance below 90 per cent. In the nursery, over half the pupils have low attendance. From reception to Year 6, the figures remain high especially in the reception class. As the pupils move through the school however, and they rely less on their parents bringing them, the number with low attendance does decrease. Unauthorised absences are well above the national average. This is partly due to the headteacher being very strict about authorising holiday absences and accepting the reasons given by parents for many absences.
18. Poor punctuality is a major problem in the school. Many pupils arrive after the bell has sounded and some regularly arrive late. This adversely affects learning since so many pupils are not present for the start of lessons. The school is not fully aware of the numbers arriving late. Most pupils do not report to the office but go straight to their classrooms where they are marked as late. The new computerised system has improved the facility for recording the late arrivals.

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

19. The previous inspection report judged that the quality of teaching in the school was 'satisfactory'. However, in Years 3 to 6 (Key Stage 2), it was judged to be unsatisfactory. Weaknesses were identified in the teaching of literacy and that expectations of what pupils should achieve were too low. In addition, work was not matched carefully enough to pupils'

individual needs and there were weaknesses in teachers' subject knowledge. The quality of marking was judged to be unsatisfactory. These weaknesses led to the key issue, 'to improve the quality of teaching for pupils aged seven to 11'.

20. Current inspection findings judge that the quality of teaching is good and that it has a positive impact on the significant improvement the school has made in raising standards since the previous inspection. The school has addressed successfully the key issue. All of the weaknesses identified are no longer evident in teaching. During the inspection, the quality of teaching in 80 per cent of lessons was good or better, including 23 per cent which was very good and six per cent where it was excellent. The remaining lessons were satisfactory, with the exception of one lesson in physical education which was judged unsatisfactory. In this lesson, pupils made insufficient progress because the lesson planning did not clearly identify how skills were to be developed and improved.
21. The teaching of children in the Foundation Stage is good and makes a significant contribution to the good progress made by children in the nursery and reception classes. Planning is good and ensures that all of the areas of learning are taught, with a good balance between adult-led activities and those which children choose for themselves. The teaching of key skills is good, particularly in reading, writing and number. Nursery nurses and primary helpers make a significant contribution to children's learning and the quality of teachers' planning for their work is an impressive feature. Currently, children with English as an additional language receive insufficient specialist support through EMTAG and this contributes to their progress being satisfactory rather than good.
22. The teaching of literacy is good and a strength of the school. Very good features of the teaching are teachers' knowledge and understanding of the subject, teaching of basic skills, planning based on assessment information, management of pupils through positive relationships, and the interesting range of teaching methods used. This very good improvement in teaching has resulted in the improved standards throughout the school, and pupils are now learning a lot more effectively. This has been brought about with the improved use and teachers' understanding of the National Literacy Strategy and its effective contribution to pupils' basic literacy skills.
23. The teaching of numeracy is good and has a significant impact on the improved standards. During the inspection, several very good lessons were observed. In these, teaching was precise and careful. Pupils knew exactly what was expected of them and responded well to the challenge of new work enthusiastically presented. Questions are used well to ascertain what pupils really know and understand and pupils are expected to explain their answers.
24. The teaching of pupils with special educational needs is good. Teachers and support staff know the pupils with special educational needs well and foster the trust which provides good conditions for learning. They ensure that these pupils develop basic skills. Their individual education plans reflect pupils' specific learning needs, and these pupils gain a great deal from the strategies employed by class teachers. Most pupils make good progress both in lesson and over time, though progress slows for some isolated pupils where specialist support is not available. Pupils' progress results partly from effective teaching and partly from their positive attitudes and good behaviour. This enables them to integrate well in the life of the school.
25. The teaching of information and communication technology is satisfactory, although it is often good in lessons taught in the IT Suite. Good teaching, particularly of key skills makes a good contribution to the improved standards, especially in Years 3 to 6. In the IT Suite, teachers show good subject knowledge and confidence in demonstrating and explaining key skills or features of programs. Very effective use is made of the interactive whiteboard to teach new skills. In

classroom-based lessons, there is inconsistency in teachers' planning for the use of computers to support pupils' learning, including literacy and numeracy. As a result, pupils do not have sufficient opportunities to use and apply skills taught in the IT Suite.

26. The best lessons begin with the teacher sharing the learning objective for the lesson with the class and this immediately involves pupils in their own learning. For example, the objective in a Year 3 numeracy lesson was, 'to subtract three-digit numbers using informal jottings'. Because pupils knew the purpose of the lesson, they settled quickly and showed good concentration. In lesson introductions, teachers show good subject knowledge which they pass on to pupils with interest and enthusiasm. For example, in a Year 6 information and communication technology lesson, the teacher's confidence and understanding of how to use spreadsheets enabled pupils to make good progress in the lesson in using spreadsheets to calculate areas and perimeters of two-dimensional shapes. The expertise and enthusiasm of the specialist dance teacher is an outstanding strength of the school and her excellent teaching results in pupils achieving very high standards in dance.
27. Where teaching is good or better, the main part of the lesson is planned carefully in order to meet the learning needs of all pupils. For example in a Year 3 numeracy lesson on subtraction, more-able pupils were expected to solve sums, such as '743-587'. Average-ability pupils were given the task of finding answers to, for example '500-137'. Lower-attaining pupils were given the task to consolidate their understanding and skills in subtracting, for example '500-100' and '500-200'. Because work was matched carefully to individual learning needs, all pupils worked hard in the lesson and made good progress.
28. The plenary or final part of lessons is used effectively by teachers to check pupils' progress. For example, at the end of an information and communication technology lesson in Year 1, the teacher checked that pupils knew how to enter correctly data to create a graph. In addition, she checked their understanding by asking questions, such as, "Which party food did she need the most of?" and "How many more pizzas than ice creams did she need?" Such questions enabled the teacher to assess how well pupils could interpret the data shown and showed her how well or otherwise pupils could apply their numeracy skills.
29. Teachers make good use of resources to support pupils' learning, including primary helpers. Planning is good so that primary helpers are involved fully in lessons and have a clear understanding of what is required of them to support pupils. Teachers have good relationships with pupils and this contributes successfully to pupils' positive attitudes to work and good behaviour in lessons. Marking is good and tells pupils how well they are doing and what they need to do in order to improve. Teachers make satisfactory use of homework to develop pupils' learning.

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

30. The broad, relevant and imaginative curriculum meets statutory requirements for all subjects of the National Curriculum and religious education. It provides pupils with a good preparation for the next stage of their education and for life. All subjects have an appropriate allocation of time. Provision for design and technology and religious education, as well as the school's strategy for teaching literacy skills within English itself and in other subjects, are strengths of the curriculum. The school makes very good use of available resources from within and outside the school to enrich the curriculum. There is a detailed programme of personal, social and health education, and includes a very good sex education programme and an awareness of the misuse of drugs. The involvement of the local health authority, King's College Research Unit, police officers, and the fire brigade is well used to teach pupils about safety, healthy eating and the effects of bullying, for example. This ensures that they are given accurate facts as part of their preparation for adult life.

31. The school has forged good, constructive links with the local community. Visiting workshops, involvement in choir festivals, singing for the elderly at the local residential home and for patients at Maudsley Hospital, for example, enhance the music curriculum. Visiting coaches of tennis and football, and visiting dancers enhance the physical education programme. Visits by poets, authors, and performers are very well used to support the English curriculum as well as pupils' cultural development. Although pupils transfer to a high number of different secondary schools, learning mentors are effectively used to forge links with these so that pupils are well prepared for the transition. Pupils leave the school with good attitudes to learning because of the manner in which the curriculum is presented.
32. Curriculum planning is good and weaknesses noted in the last inspection have been successfully addressed. Policies and schemes of work in all subjects guide planning and provide continuity in the learning of pupils of different abilities. Staff make good use of national schemes of work to help them plan the curriculum. The National Literacy and Numeracy Strategies are now well established, and teachers make good use of them. Although numeracy skills are appropriately taught in mathematics lessons, they are not well enough developed in other lessons. Provision for information and communication technology has improved because of the training teachers have received and the development of the suite which had been in use for only a few weeks at the time of the last inspection. Although the skills taught are increasingly used to support learning in English, for example, the school recognises the need to give pupils more opportunities to apply these skills in a broader range of subjects. The religious education programme is firmly based on the locally agreed syllabus, and pupils are given good opportunities to develop their knowledge and understanding to levels above those expected.
33. The school offers its pupils a very good range of learning opportunities, including extra-curricular activities. Such activities as dance, music, art, football and chess, enrich the curriculum and provide pupils with opportunities to develop their talents and interest. Pupils appreciate the efforts of members of staff who give freely of their time at lunchtimes or after school. The curriculum is further enhanced and brought alive by a range of educational trips and visits, as well as the opportunities already mentioned. Visits to the South London Science and Technology Centre, the Oasis Nature Garden Centre, the Science Museum and an annual residential visit for older pupils, enrich pupils' experiences. A homework policy is in place, clearly setting out a programme to support the curriculum. Most parents report that they are happy with the amount and quality of homework set to support pupils' independent learning and to consolidate what they have been taught in lessons.
34. Although pupils with English as an additional language in Years 1 to 6 are well supported in lessons, this is not the case in the nursery and reception classes, where children need more support to develop their literacy and communication skills. However, the school is strongly committed to educational inclusion and pupils' individual needs are quickly identified and support provided. Parents report that this is an inclusive school. The school successfully meets the needs of pupils with special educational and physical needs by providing well trained support. Teachers use this high quality support well in ensuring that all pupils are fully included in lessons. The individual education plans and statements of educational needs are carefully drawn up and accurately identify new targets for pupils' development. More-able pupils are well provided for in lessons, but sometimes they need more challenging work and more opportunities for independent study. The school has recently started to identify gifted and talented pupils and is considering ways of providing for their particular needs.
35. The governing body's achievement committee is made up of a well-informed group of people. It has developed procedures for monitoring, evaluating and reviewing the curriculum with the senior management team and curriculum co-ordinators.
36. Overall the provision for development of spiritual, moral, social and cultural development in the school is very good and is a strength of the school. This is a significant improvement since the last inspection.

37. Provision for the spiritual development of pupils is very good. This is supported by both acts of worship and a range of curriculum subjects. It is integrated into the attractive displays which are a feature of the school. Year 3 work on "Feeling Good" allows pupils to explore when they feel good and a readiness to describe their feelings. Teachers' good religious education teaching allows Year 6 pupils to challenge the ideas of racism, injustice and discrimination in moving responses to the Martin Luther King speech "I have a dream". Music lessons, explore pupils reactions to visual and musical beauty. History lessons, through drama, allow pupils to develop values and principles. These experiences, for example, enable individuals to value themselves and their relationships with others. A respect for feelings and emotions is central to the school's teaching and learning policy and the school's discipline policy makes a clear link between individual rights and the impact of the behaviour of individuals on others. An inspirational and moving act of worship captures the spirit of the school with a very strong sense of community and uplifting singing. It contributes hugely to the very good spiritual development that the school offers.
38. The school provides for the very good moral development of pupils. The school uses a strong moral framework to promote a sense of pride and self-discipline in the school. There are clear expectations communicated to pupils through the teaching and very good staff role models. Acts of worship are well used to promote this strong moral code. In one, a visiting speaker talks of how easy it is to make up a story to cover a mistake and how difficult it is to be truthful. The curriculum actively supports critical judgements of a moral nature with group discussions and other opportunities planned to capture and celebrate the school's strong moral code.
39. The provision for social development is good. Opportunities are planned in lessons and through extra curricular activities to cooperate and work successfully as a team. Group discussions are a feature of many lessons and this encourages pupils to develop good social skills and other personal qualities. The school provides an effective sense of community. The school choir, for example, teaches pupils about working as a part of a group. Few opportunities are provided for older pupils to exercise responsibility for younger pupils and other systems in the school.
40. The school provides pupils with a very good range of cultural development opportunities. Well planned lessons give opportunities for pupils to learn about a diverse range of cultures. In music, for example, this includes a range of musical styles and instruments. In religious education, this extends the pupils understanding of a range of faith communities. In literacy, a diverse range of reading material and traditional tales extends pupils' knowledge of cultural images and language. The good use of visitors and visits to places outside the school enables pupils to explore a rich variety of values, traditions and faiths. For instance, the use of local places of worship and visits to art galleries all extend pupils' knowledge of their own and other cultures. The school choir is an opportunity for pupils to participate in cultural events and to celebrate this work in assemblies. In a school with a diverse range of cultural heritages, the school ensures that it includes and values the varied backgrounds that pupils have. It celebrates the different parts of the world that pupils come from with a map and photographs. A cloakroom display is used to celebrate a range of greetings alongside photographs of the pupils. These experiences all represent a conscious decision by the school to prepare the pupils for life in a multi cultural society.

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

41. The procedures to ensure pupils' welfare have remained good. The school successfully achieves its aim of providing a caring supportive environment that meets the wide variety of the pupils' personal and educational needs. The headteacher and staff know the pupils well and are committed to ensuring their well being. Day-to-day care is very apparent and good use is made of a wide range of outside agencies to support the care of pupils, especially those with specific needs. The two learning mentors funded through Excellence in Cities play a valuable role in the care and support given to pupils.
42. Procedures for child protection and the day-to-day welfare of pupils are good. The headteacher, as designated for child protection has a high level of awareness. She closely monitors both pupils where there are concerns and 'looked after children'. Staff would refer any concerns to the

headteacher or other staff members responsible for pupil welfare. Documents however do not contain enough information to raise awareness to the signs and symptoms of abuse, and there is no routine pattern of formal staff training. Appropriate arrangements ensure that staff knows about pupils with medical conditions. A clear structure for health and safety has recently been established. In addition to the daily informal checks of the site and premises, the site manager and an outside consultant regularly conduct formal checks. Any issues and action taken are recorded. Most equipment is subject to annual safety reviews except electrical equipment that has not been checked for some time.

43. Pupils' personal development is promoted through the caring atmosphere that the school provides. This enables them to learn. Despite the number of staff changes, class teachers supported by learning assistants know their pupils well. They understand their individual needs and difficulties using this knowledge to monitor their personal development informally. Information is not recorded in a standard format but any issues are discussed with the

headteacher. When necessary, individual systems are put in place to monitor and track any pupils causing concern. The weekly achievement assembly contributes towards promoting pupils' personal development by recognising their good work and effort.

44. The school has good procedures for promoting pupils' behaviour. The headteacher and staff have high expectations of behaviour that have become firmly embedded in the values and atmosphere of the school. The behaviour policy clearly reinforces these expectations and provides brief guidance on suitable rewards and sanctions. Class teachers manage behaviour in their classrooms well and this positively influences the high standards of behaviour in the classroom and around the school. Incidents of seriously inappropriate behaviour are discussed with the headteacher and recorded when necessary. Individual programmes are introduced to monitor and improve pupils whose behaviour gives rise to concern. Pupils confirmed that bullying is rare but any incidents are appropriately dealt with.

45. The school has some systems for monitoring attendance and punctuality and following up unexplained absence but these are not rigorous or regular enough to improve the situation. Attendance registers are checked each day and where considered necessary parents are contacted in the event of unexplained absences. The pupils with low levels of attendance are being identified but the school is not doing enough to improve their attendance. Each month the school works closely with the education welfare officer but in the main this is to try to improve the attendance of the most serious cases. Pupils with poor punctuality are not being identified frequently enough and parents are not routinely notified when their children are frequently late. As a result, many pupils continue to arrive late. Occasional letters remind parents about the need for regular attendance and to arrive at school on time but this has had little impact.

46. The arrangements for assessing and monitoring pupils' progress have improved since the previous inspection. They are very effective in the Foundation Stage and each child's progress is carefully monitored against the 'stepping stones' for each area of learning. The assessment procedures in English, mathematics and science are now good. They are used to track pupils and monitor their academic progress as they move through the school. Information is used to set personal and class targets as well as to inform subsequent teaching and planning. In the other subjects, good assessment procedures are in place, with each unit assessed to record pupils' progress. There is however, no formal assessment in music. Information is obtained from a variety of sources, including teachers' assessments and use is made of both optional and statutory National Curriculum tests to analyse and identify areas for development and improvement in what is taught. This information is recorded and used to keep track of pupils' academic progress. The school is working hard to improve its analysis of assessment data in relation to varying groups of pupils, such as boys and girls and the different ethnic groups as well as between classes in the same year group.

47. The school has effective systems in place to identify, assess, support and review pupils' special educational needs. The special educational needs co-ordinator organises and manages the systems well and liaises effectively with parents, teachers and outside agencies. The school

aims to reduce pressure through early intervention including for pupils who are not on the register of special educational needs. The special educational needs co-ordinator is currently dealing with three such pupils in Years 1 and 2. The school follows the new Code of Practice<sup>3</sup> in policy and practice. In this respect, the special educational needs co-ordinator has regular contact with staff and external agencies such as the educational psychologist and the welfare officer.

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

48. Parents who attended the pre-inspection meeting, together with those who responded to the questionnaires, were very supportive of the school and what it offers their children. At the meeting, parents were particularly complimentary about the school and they spent considerable time expressing their positive views. They went to great lengths to express their concerns about the previous inspection and the effect this had on both staff and children. Without exception, parents who completed the questionnaire are happy with their children's progress and considered teaching to be good. Almost all agreed that the school is helping their children become mature and responsible, behaviour is good and their children are expected to work hard and achieve their best. Parents find staff approachable, feel their children enjoy school and the school well led and managed and most believe the school works closely with them. A small number of parents are unhappy with the information received about progress and the range of out-of-school activities provided whilst others expressed concerns about the amounts and frequency of homework. Inspection evidence confirms the positive views expressed by parents but is not able to support their concerns.
49. Links with parents are good, although they have little impact on the work of the school. Induction arrangements establish positive links with parents but this relationship is not being developed enough. The education business partnership runs a computer course for parents but there are no other activities to help parents' support learning either at home or in school. The headteacher and staff are approachable and parents are welcome in the school, for example to attend class assemblies. Whilst they willingly accompany trips and many are comfortable enough to come into school at the start and end of the day, the number helping in classrooms and around the school is very low. A small parents association organises events that raise funds to help improve the quality of provision.
50. There are no arrangements to involve parents of the many ethnic minority backgrounds in the learning process. The rich variety of different cultures represented by parents is not being used as a resource. The school does not routinely translate documents into the main community languages but interpreters are arranged at meetings for those parents whose first language is not English.
51. Parents make a limited contribution to their children's learning at home. From starting in the nursery, pupils are encouraged to take their reading books home. Some parents support their children's learning at home and share reading but others find it difficult to provide the support needed, sometimes because the lack of English is a barrier. Home-school reading records are in place for younger pupils, but their use is inconsistent. As pupils move through the school, other homework, such as spellings is being set.
52. The information provided by the school for parents is good. The prospectus continues to meet most statutory requirements although it still does not give attendance levels for the full year. The parents' association newsletter is informative but the school does not have a regular newsletter. Instead, it sends letters when necessary with information on school matters, forthcoming events and diary dates. Each term, parents receive some information about the curriculum and topics being taught, but not in a style that is easily understood. Curriculum focus events are not a feature in the school although some parents of pupils in Year 2 and all of those with pupils in Year

---

<sup>3</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 2001 Education Act.

6 are invited to a meeting prior to their national tests. Parents are kept well informed about their child's progress. They are offered two meetings as well as an opportunity to discuss their child's written report. These reports enable parents to have some understanding of their child's strengths and weaknesses as well as setting targets for improvement. However, again the language is not always easy for parents to understand.

53. Parents of pupils with special educational needs are kept informed of their children's progress. They are involved, as necessary, in the review process, though about a third of parents do not attend review meetings. A parent support group is currently in the process of being set up with in collaboration with the school.

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

54. The school was previously inspected in May 2001 two years after it became a new primary school following the amalgamation of the previous separate infant and junior schools. The inspection report said that the headteacher had successfully managed the establishment of one cohesive school and that setting high standards for pupil behaviour had been a key part of this

achievement. However, it was said that the headteacher did not give the school a firm steer towards the development of a full curriculum and high quality teaching. The delegation of responsibility to key staff was underdeveloped.

55. Since then, all these issues, and several others, have been successfully addressed by the headteacher and the deputy headteacher, working jointly as a strong team to give clear educational direction to the school's work. The school now provides a very good, inclusive curriculum, well supported by a wide range of after school activities. For example, musical performance is a strong feature of the school's corporate life. The quality of teaching is good overall and many very good lessons were seen.
56. The role of the subject leader has developed well and all subject leaders, including those recently in post, have a secure understanding of their roles. They are given good support by the headteacher and deputy headteacher who ensure attendance at appropriate training courses and opportunities to develop management skills, particularly in the monitoring and evaluation of teaching and learning. Several have moved on to promoted posts. The senior management team is now central to the school's development. Subject leaders and phase co-ordinators contribute well to the action taken to meet the school's targets.
57. The result of the positive and consultative leadership that is now the hallmark of the school is a thriving community that serves all its pupils well. It is a happy school, where pupils feel safe and secure and where they are encouraged to develop all their talents to the full. The spirit of learning is strong. There is a clear focus upon achievement and progress. Standards are steadily rising. The school faces the future with optimism and confidence.
58. The headteacher and the staff are very well supported by the governing body who have performed the role of 'critical friend' admirably well in the past two years, at no time losing confidence in the school or its management. The headteacher and the chair of governors are in regular contact. A well-qualified team of governors, who care greatly about the school and who know its strengths and weaknesses, support them. The governors are committed to the school's long-term future and to the continued improvement in standards. The headteacher and the governors jointly, through their newly devised committee structure, systematically evaluate the school's performance and take effective action. Governors work well in the neighbourhood to maintain the school's reputation. Several award the school the ultimate accolade by sending their own children there.
59. The governors and headteacher are steadily establishing good procedures for financial planning and management. Until recently, the budget showed a large surplus due in part to the uncertainty

surrounding the nature of the large deficit in the budget at the amalgamation. The outline budget for 2003–4 shows a sensible budget surplus most of which is earmarked for developmental projects. Current spending is prudent and judicious. Good quality information is provided to governors so that they may determine future spending on the basis of fact. The chair of the finance committee is very experienced and lends considerable expertise to financial debate and accountability. Good use is made of computer technology in compiling and maintaining the budget. The school finance officer keeps meticulous records of daily expenditure and can quickly provide the balance on the current account. A needs budget is firmly established so that pupils derive the maximum benefit from all expenditure. Specific grants, such as the sum allocated for special educational needs, are well used and often supplemented from the delegated budget. The last audit found that the accounts are well kept. The school has implemented the minor recommendations made. The school fund account is now independently audited.

60. The school improvement plan is the product of wide consultation. Staff and governors contribute fully. The plan provides a clear set of aims for the present year and sets out a broad, strategic overview to the Year 2005. Priorities are clearly established. At the same time, the plan is flexible. It is monitored regularly and, if necessary, priorities are reset. The one-year plan is satisfactorily costed against the predictive budget. Lead personnel are identified and success indicators are given. The governors make appropriate use of the principles of best value to ensure that all income is used to improve the quality of education. School improvement targets are pursued with vigour.
61. Good quality financial administration and careful monitoring of spending contribute well to the efficient running of the school. Taking into account the pupils' attainment on entry, the progress they make and the overall quality of education including teaching, the school provides good value for money.
62. Teachers are well qualified by training and experience for the age group they teach. There is a good balance of experienced and more recently qualified staff. Teachers are well deployed. They work closely together to plan a curriculum that serves all pupils equally well. The quality of the nursery nurses, classroom assistants, learning support assistants and mentors is good. All give invaluable help to the class teacher and to the pupils. Newly qualified teachers are given very good support. The induction arrangements for all new staff are comprehensive. Performance management is well established for all teachers. The targets set are appropriate and achievable and ensure the consolidation of an effective teaching force. Teaching and learning are well supported by the administrative and kitchen staff, midday supervisors and the site manager. All contribute well to the smooth running of the school. They share a commitment to improvement and jointly they have the capacity to succeed.
63. The provision for pupils with special educational needs is well managed. The caring ethos is shared by all those working with these pupils. This is underpinned by carefully developed processes for the identification of special educational needs and for the development of individual work programmes to meet their need. The co-ordinator ensures that teachers, support staff and the link governor are kept up-to-date on developments either through attending relevant courses or through sharing information with them in staff meetings. Learning resources for special educational needs are sufficient to support the necessary work. Improvements since the last inspection include professional development of staff and the appointment of a teaching assistant. The co-ordinator is aware of the need to ensure further consistency in the approach to meeting the needs of pupils having special educational needs. Formalisation of her monitoring role is seen as a priority.
64. Learning resources are good and are well used to support learning. Pupils have good access to computers but they are not always used as well as they might be in everyday learning in the classrooms. The library is well stocked and well used to support independent learning and the development of study skills.
65. Overall, accommodation is good, although several areas are in need of redecoration and refurbishment. The governors and the senior management team have identified key areas for

improvement in the one-year plan. The outside area is spacious and includes a large grassed area and a wooded area that encourages pupils to take an interest in the natural environment. The public areas and classrooms are well organised and very attractively decorated with displays of pupils' work that provides a good stimulus for new learning.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

66. In order to raise standards and improve the quality of education for its pupils, the headteacher, staff and governors should:
- (1) Work with parents, pupils and all appropriate agencies to improve attendance, especially levels of unauthorised absence and, more urgently and importantly, pupils' punctuality. (*paragraphs 6, 10, 17, 18, 45*)
  - (2) Provide through EMTAG funding more specialist support for children in the Foundation Stage who have English as an additional language. (*paragraphs 1, 21, 34, 67, 78*)

In addition, the governors may wish to include the following in its action plan:

- the consistency of teaching of more-able pupils in mathematics; (*paragraphs 34, 97, 101*)
- to seek ways to secure greater parental involvement in the day-to-day life of the school. (*paragraphs 49, 50*)

## **THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

67. Over 40 per cent of pupils come from homes where English is not the home language. The provision that the school makes for these pupils is good. A small number of pupils who join during the year, having no previous schooling in this country and knowing little or no English, make good progress. Most pupils make progress and attain standards that are similar to their monolingual peers. By the end of Year 6, most pupils attain expected standards in English. For example, in the Year 2002 all five pupils who took the national tests attained the expected Level 4. Those who are new to English make good progress and attain well in relation to their prior attainment. This is because of the good extra support they receive from the English as an additional language staff. However, the progress children make in the Foundation Stage is only satisfactory. This is because of a lack of strong emphasis on developing children's speaking and vocabulary skills as the result of insufficient specialist support.
68. All pupils are assessed and their stages of language acquisition are determined and recorded. Thirty out of the 171 pupils who speak English as an additional language are at the early stages of acquisition. The 36 refugees mainly from Somalia and six pupils who come from Traveller families are well integrated in the school life and are making good progress. The main languages spoken in the school are Bengali, Portuguese, Spanish and Yoruba.
69. The school adds funds to the Ethnic Minority Grant and has employed 1.2 full time equivalent teachers who provide good support to pupils who are at the early stages of acquiring English. There are no teacher assistants specifically trained for supporting these pupils. The school has not monitored the effectiveness of the money spent in terms of best value for money.
70. The quality of teaching received by pupils is good. The support teachers work closely with class teachers and help pupils within classes and in withdrawal groups. For example in Year 6 class, the teacher used good questioning, mimed actions, and gave supportive work sheets to ensure that pupils understand what they are required to learn and maintained high expectations of their work and behaviour. As a result, pupils successfully completed their work and made very good progress. Those pupils who have special educational needs are given extra support appropriate to their needs. Pupils are responsive to the teaching provided and they are enthusiastic and highly

motivated learners. Planning is undertaken in partnership with class teachers to meet pupils' needs. It ensures consistent links between mainstream staff and the support team.

71. Successful teaching strategies, such as repetition of key vocabulary and presentation of work with a strong visual content support pupils well. However, some younger children's teachers do not give strong emphasis on developing their speaking and vocabulary skills. As a result, their speaking and vocabulary skills when they enter Year 1 classes are low. Teachers need to improve further learning of pupils with English as an additional language by consistently:
- modelling language using language structures at an appropriate level;
  - increasing opportunities for speaking;
  - planning shorter steps in learning;
  - using visual prompts and resources in lessons to support understanding and
  - sharing the best practice in school.
72. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to learn. Teachers provide good opportunities for pupils to discuss work with their partners and this helps their speaking and thinking skills.
73. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence about their culture through the study of religious education, assemblies, celebration of festivals, history, art and music. There are some notices, signs and books in other languages to show that the school

values other cultures and languages. However, pupils are not given opportunities to write in their mother tongue to show their additional expertise and to encourage others to have positive attitudes to learning other languages.

74. Parents of pupils who speak English as an additional language receive good support. If needed, the school provides translators and interpreters when parents come to see the school. This helps them to understand school routines and procedures, bi-lingual parents are used to help non-English speakers. Important letters are translated and support is provided on parent –teacher discussion evenings. Co-ordinator has a good rapport with parents and is available to talk to them on issues relating to their children's education.
75. The co-ordinator provides good leadership and manages the service well. All pupils' stages of fluency in English are assessed, recorded and their progress is tracked and monitored against the targets set for raising standards. Pupils' special educational needs are identified and appropriate support is given. Lesson observations and school documentation indicate that the co-ordinator is aware of the need for all teachers to bear in mind the need for 'English as an additional language' pupils in all their plans and to help teachers to provide specific support in lessons to raise standards further.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	60

### Summary of teaching observed during the inspection<sup>4</sup>

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	20	46	15	1	0	0
Percentage	6	23	53	17	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47	387
Number of full-time pupils known to be eligible for free school meals	n/a	177

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	5	87

English as an additional language	No of pupils
Number of pupils with English as an additional language	171

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	40

### Attendance

#### Authorised absence

%
---

#### Unauthorised absence

%
---

<sup>4</sup> One lesson was not graded because it was less than 30 minutes long. Percentages are based on 87 lessons.

School data	4.9
National comparative data	5.4

School data	1.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	24	25	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	22
	Girls	24	22	24
	Total	41	38	46
Percentage of pupils at NC level 2 or above	School	84 (82)	78 (86)	94 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	17
	Girls	23	21	20
	Total	39	39	37
Percentage of pupils at NC level 2 or above	School	80 (82)	80 (84)	76 (91)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	25	20	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	17	24
	Girls	15	14	18
	Total	34	31	42
Percentage of pupils at NC level 4 or above	School	76 (65)	69 (71)	93 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	22
	Girls	13	12	17
	Total	31	29	39
Percentage of pupils at NC level 4 or above	School	70 (58)	64 (69)	87 (73)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	77	0	0
White – Irish	1	0	0
White – any other White background	44	0	0
Mixed – White and Black Caribbean	14	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	21	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British – Bangladeshi	14	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	70	0	0
Black or Black British – African	48	4	0
Black or Black British – any other Black background	9	0	0
Chinese	0	0	0
Any other ethnic group	38	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	21
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	19
Total aggregate hours worked per week	357

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	23

### **Financial information**

Financial year	2001 / 2002
----------------	-------------

	£
Total income	1,434,009
Total expenditure	1,401,493
Expenditure per pupil	3,402
Balance brought forward from previous year	124,158
Balance carried forward to next year	156,674

Total number of education support staff	4
Total aggregate hours worked per week	84
Number of pupils per FTE adult	8

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	403
Number of questionnaires returned	102

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	20	3	1	1
My child is making good progress in school.	54	45	0	0	1
Behaviour in the school is good.	60	31	1	1	7
My child gets the right amount of work to do at home.	48	30	16	4	2
The teaching is good.	69	27	0	0	4
I am kept well informed about how my child is getting on.	43	41	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	71	19	5	0	5
The school expects my child to work hard and achieve his or her best.	66	30	3	0	1
The school works closely with parents.	44	41	10	1	4
The school is well led and managed.	68	21	4	1	6
The school is helping my child become mature and responsible.	62	32	2	0	4
The school provides an interesting range of activities outside lessons.	37	29	11	6	17

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

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

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

76. Children make good progress in this area of learning and by the end of reception, they meet the expectations of the Early Learning Goals. Teaching is good, with children responding enthusiastically to teachers' high expectations of them. Children settle quickly into the day-to-day routines of the nursery. They arrive happily in the mornings and most are happy to wave goodbye to their parents, even though parents are welcome to stay. Children register themselves by finding their name card and putting it on the 'register board'. They greet teachers and the nursery nurses with a cheery 'Hello' and they enjoy talking to visitors. In the 'baby clinic', one child introduced herself as the doctor. Children show good levels of concentration when working with adults or in activities they choose for themselves. They enjoy working together, including boys and girls, for example in building railway layouts or taking each other for a ride on the two-seater tricycles.
77. Children move confidently to the reception classes and settle quickly into the day-to-day life of the main school. They are confident in taking the register to the office. In lessons, they sit attentively and know the importance of listening to the teacher and each other. They show greater concentration when working independently or with adults. For example, in one lesson a group with a primary helper made good progress in understanding 'full', 'empty' and 'half full' when they did 'water play'. Children know how to dress and undress for physical education lessons and do this independently. Relationships are good and children play happily together, including boys and girls.

#### **Communication, language and literacy**

78. Although children make good progress in this area of learning, the majority will not meet the expectations of the Early Learning Goals by the time they leave reception. The main reason for this is the high proportion of pupils who are at the very early stage of learning English, currently 40 per cent in the nursery. However, teaching is good which enables children to make good progress, although children with English as an additional language make satisfactory progress because they have insufficient EMTAG support. Teachers and nursery nurses work hard in the nursery to develop speaking and listening skills, especially in small group situations. As a result, children speak with greater confidence. In reception, children develop these skills well and speak with greater confidence and listen more attentively in lessons.
79. There are strengths in the teaching of the key skills of reading and writing. In the nursery, children enjoy looking at books in the attractive book corners and they enjoy listening to stories. They begin to recognise characters from nursery rhymes and how to sequence events. Most know that books are read from left to right. In reception, children make good progress in learning their letter sounds and know, for example words which begin with 'a', 'b', 'c' and so on. Most are confident in reading their own names and some key words, such as 'dog' and 'cat'. About a third is established on the school's reading programme.
80. In the nursery, children make good progress in writing. Many make a very good attempt at writing their own names without help. They enjoy 'writing' for different purposes, for example in filling in the charts at the 'baby clinic'. In reception, further good progress is made, with children writing their names unaided and showing good letter formation. One child who in September was only making marks, wrote, in April, 'I can mk (make) a hs (house)'. Children write their own versions of 'Goldilocks' and extend their range of writing when they write letters of apology from 'Goldilocks' to the 'Three Bears'.

## **Mathematical development**

81. Because the teaching of the key skills of number is good, children make good progress in this area of learning and meet the expectations of the Early Learning Goals. In the nursery, children are mainly successful in counting to 10, for example through interesting activities, such as a 'Grand Prix'. Here, children roll a dice and move that number of paces along the racetrack. The winner of the race then stands on the podium and receives a garland and applause. In reception, children read, write and order numbers accurately to 10, with many confident to 30. In registration, they count the number present and more-able children tell the teacher how many are absent. Children understand 'one more than' and 'one less than' and are confident in counting the number of leaves on their broad beans and saying who has the least and who the most. They recognise and name accurately common two-dimensional shapes, including squares, rectangles and circles. In measurement, most understand 'full', 'half full' and 'empty' when filling bottles with water. Children are given targets, such as 'I can read my teacher's number cards up to 9' and these are signed by the teacher when achieved.

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

82. Progress in this area of learning is satisfactory, but the majority of children will not meet the expectations of the Early Learning Goals by the end of reception. However, teaching is good and staff make determined efforts to develop children's knowledge, skills and understanding. In the nursery, children show an interest in and understanding of the life cycle of butterflies through first-hand experience. They are confident in using the computer to 'paint' pictures and show satisfactory skills in using the mouse to select different colours and tools. Children show an early understanding of chronology when they discuss with teachers or nursery nurses how they have grown through looking at family photographs. They enjoy making models from 'junk' materials and small and large construction kits. In one session, two boys were totally absorbed in building a train layout from a construction kit.
83. In reception, children talk confidently about how seeds grow into plants and they know a range of appliances which are powered by electricity. In using computers, they show good skills in using 'click and drag' to move objects around the screen. They are confident in using the 'tools' of a paint program to create pictures. In looking at how they have grown since babies, children develop a satisfactory sense of time. They show satisfactory skills in selecting materials and using a range of joining techniques in model making.

## **Physical development**

84. Children make good progress in this area of learning and meet the expectations of the Early Learning Goals by the time they leave reception. In the nursery, they show confidence in climbing on the large apparatus and in going down the slide. They enjoy riding tricycles and bicycles and are mainly accurate in keeping to the designated roadway. Children make satisfactory progress in throwing and catching and in aiming at a target. They develop good skills in cutting and pasting. In reception, children show good skills in dance, especially in their performances of caterpillars and worms; they benefit from good modelling by teachers and primary helpers whilst being taught by the specialist teacher of dance. Children become more controlled and accurate in ball skills. They build successfully on the key skills of cutting accurately. Teaching in this area of learning is good, with primary helpers providing good support, particularly in outdoor play and the development of ball skills.

## **Creative development**

85. Children make good progress in this area of learning and meet the expectations of the Early Learning Goals by the time they leave reception. Teaching is good, particularly in music. In the nursery, children paint exciting pictures of geraniums in the style of Matisse. In three-dimensional work, they work with clay to make tiles. In role-play, they show confidence in being 'doctors', 'nurses' and 'parents' in the 'baby clinic'. They enjoy singing familiar songs and

rhymes, including 'Down in the jungle where nobody goes.' In reception, children make good-quality collages based on the story 'In the tall, tall grass'. They show good skills in observational

drawings using pencil to draw pictures of different types of transport, including very recognisable jumbo jets and Concorde. They enjoy singing and performing the accompanying actions, for example 'Mary, Mary, quite contrary'.

## **ENGLISH**

86. Standards are below average in reading, writing and listening at the end of Year 2, and well below average in speaking. Standards are average in all aspects of the subject for pupils at the end of Year 6. This represents good achievement and very good improvement since the last inspection when standards at the end of Years 2 and 6 were well below the national average. Very good teaching and learning occur throughout the school. Standards in Years 1 and 2 do not match the quality of teaching because a significant number of pupils start Year 1 with little understanding of English. They have not had enough time to acquire sufficient understanding by the end of Year 2. During the inspection, there was no evidence of a difference in the standards of boys and girls. Most teachers ensure that boys and girls of all abilities are challenged to answer questions, even when they do not readily volunteer to do so.
87. Test results and inspection findings indicate very considerable improvements in teaching, overall standards and pupils' achievements since the last inspection. At that time, the overall quality of teaching was reported to be satisfactory for pupils in Years 1 and 2 and unsatisfactory for those in Years 3 to 6. In all of the lessons seen during this inspection, the quality of teaching and learning was of above average quality with no significant difference between the teaching of different age groups. It was excellent in two of the lessons seen, very good in seven and good in seven. This, together with all other evidence collected, indicates that the overall quality of teaching is very good. Very good features of the teaching are teachers' knowledge and understanding of the subject, teaching of basic skills, planning based on assessment information, management of pupils through positive relationships, and the interesting range of teaching methods used. This very good improvement in teaching has resulted in the improved standards throughout the school, and pupils are now learning much more effectively. This has been brought about with the improved use and teachers' understanding of the National Literacy Strategy and its effective contribution to pupils' basic literacy skills. Other factors contributing to improvements are thorough monitoring of teaching and the use of information that has been gathered to target any weaknesses with support and training. The school is now better at analysing its national and other test results to identify weaknesses in pupils' work and to correct them. In consequence, teaching of reading and writing skills have been intensified, both within English itself and in other subjects of the curriculum. The members of staff who lead and manage the subject are themselves very good teachers of English. As a result, they are good role models and offer good advice to other teachers. There is a very strong commitment to improvement and the school is well placed to succeed.
88. This enrichment of language across the curriculum is evident in pupils' work on display throughout the school. For example, pupils in Year 3, having discussed the amount of waste paper in bins around the school, wrote letters to the local council asking for boxes so that the paper could be recycled. Not only did this exercise improve their discussion and letter writing skills, but it also developed their social skills and sense of citizenship. Another fine example of how well teachers develop pupils' writing across the curriculum was seen on display, where pupils in Year 5, after their visit to the Science Museum, designed posters and wrote persuasively to encourage others to visit the museum. Information and communication technology is used for word processing and research and the school has plans to further develop its use, and the use of the newly organised library, to support learning in English. Teachers spend a lot of time marking pupils' work. The quality of the marking is outstanding, showing pupils how they might improve and challenging them to greater effort. Individual, short term targets are set and pupils' progress towards these is very closely monitored.

89. A high number of pupils who do not speak English at home, and so have less contact with spoken English than normally found. Across the school, pupils learn to listen to their teachers and to each other. In the very good and excellent lessons, teachers are successful in engaging the interest of boys and girls of all abilities and backgrounds, during whole class sessions. In these lessons, teachers are aware of the constant need to extend pupils linguistically. As a result, they insist that pupils express their ideas in full sentences rather than colloquial phrases or one-word answers. This feature is not always present in a very small number of otherwise good lessons, where some pupils are not always challenged to speak out loud or to give extended answers. However, there is a strong commitment to educational inclusion and boys and girls of all abilities and backgrounds are fully included in the rich range of learning opportunities. This commitment is reflected in the high quality support provided for pupils with special educational needs and/or those who speak English as an additional language.
90. Reading development is supported by progressively graded reading materials and by careful monitoring of pupils' progress. In Years 1 and 2, pupils are systematically taught the relationship between letters and sounds, so that they make very good progress in their learning. By the age of seven, most read simple words and sentences, employing this skill to enhance meaning. They recognise familiar words in simple reading matter and express opinions about aspects of stories and poems. More-able pupils read with more expression and understand how to use punctuation, such as speech marks and exclamation marks as a guide to phrasing. Teachers use an interesting range of methods to motivate pupils' interest in books and reading. A very good example of this was seen in Year 2 lessons, where pupils were thoroughly involved when studying features of non-fiction text and how authors use captions, illustrations and labels to make the information more accessible. Very good management of pupils and the resulting good behaviour allows teachers and support staff to focus effectively on individual groups of readers. By the end of Year 6, most pupils read longer texts silently, with good concentration and understanding. They show good interest in and understanding of a variety of texts, identifying crucial features, themes and characters. Pupils were observed selecting phrases and sentences in the text to justify their views as they compared characters in novels such as *Kensuke's Kingdom* and *The Dancing Bear*. Pupils with special educational needs and/or those who speak English as an additional language are well supported by materials carefully graded to meet their needs. The reading journals now being trialled in some classes are having a positive effect on learning and interest in reading. This is another good example of the high quality leadership ensuring clear educational direction.
91. The enthusiasm pupils show for writing strongly supports their learning. Strong emphasis is placed on handwriting, phonics, spelling skills, imaginative use of words and presentation of work. As a result, all of these aspects have seen very significant improvement since the last inspection. A special feature of what is taught has been the increasingly wide range of purposes and audiences that are found for writing. Good examples of reasons to write are found in all year groups. Teachers make very good use of books read in class as a starting point for pupils' writing. Pupils produce poetry, plays, stories, letters, instructions and reports with interest and enthusiasm, discussing their developing work confidently with adults and each other. As a result, most pupils by the end of Year 2 explain differences between factual writing and how meaning is expressed creatively. Nevertheless, writing of pupils of this age is characterised by simple words, phrases and sentences, while only those more-able pupils employ a rich vocabulary. Pupils try hard to produce good quality work and to reach targets such as: 'I can write for my teacher as well as myself'. In a poem about 'The Magic Box' a pupil wrote imaginatively:
- In my box I will put a snowy white mountain.*  
*In my box, I will put a beautiful calm ocean.*
92. Handwriting is joined, legible and accurately formed, because this skill is regularly practised in classes. Pupils are developing a good understanding of punctuation and most know that a sentence begins with a capital letter, ends with a full stop and that it must make sense. Spelling of simple words is usually correct and pupils are trained from an early age to use a dictionary to support their work.

93. In Years 3 to 6, pupils continue to learn the craft of writing. They use the quality texts that they read to model what they write themselves. As pupils' spoken English gets better, so their written work grows in imagination and use of language. By Year 4, almost all pupils are using words for effect. In a Year 4 lesson, a pupil reported that he enjoys writing because he could make his stories interesting by using adjectives and other exciting words. In this same lesson, pupils made their work interesting by using expressions, such as: ... *he said sadly*; and ... *mumbled Rachel, as she crunched on a slice of toast*. In a Year 5 lesson pupils were using expressions, such as *I yawned sarcastically*, and *I explained pompously*, showing the very good progress they are making year-on-year. This strong emphasis on rich, imaginative writing results in pupils, by the end of Year 6, developing sustained ideas imaginatively, choosing words adventurously and for effect. Punctuation is mainly correctly used and to good effect, while more-able pupils structure simple and complex sentences into paragraphs, to enhance the quality of their work.
94. Spelling is improved through regular homework, and the quality of handwriting is good because regular practice continues, even for older pupils. Pupils present their work well and take great pride in this. They respect and appreciate each other's work on display, and readily applaud each other's efforts in lessons. They apply themselves exceptionally well to tasks, waste no time in idle chatter, and produce a good volume of work.
95. The rich, imaginative English curriculum and the very good teaching strongly support pupils' pupils' spiritual, moral, social and cultural development as well as their very good attitudes to learning. They learn together in a calm, peaceful environment where there is a strong feeling of mutual respect and friendship. Regular visits from performers, poets, authors and storytellers from a variety of cultures are very well used to support and enrich pupils' experiences. Resources for the subject are good, well managed and efficiently used to support teaching and learning.

## **MATHEMATICS**

96. By the end of Year 2, standards are average and this reflects good improvement since the previous inspection. By the end of Year 6, standards are average and show significant improvement since the previous inspection, with the school addressing successfully the key issue to raise standards in the subject.
97. Pupils enter the school with well below average standards but make good progress and achieve well because:
- teaching is consistently good;
  - expectations of work and behaviour are high;
  - good support is given to pupils with learning difficulties;
  - pupils want to learn;
  - relationships between all adults and pupils are very positive and make a significant impact upon learning.
98. To raise standards still further teachers should:
- plan the regular use of information and communication technology to support learning;
  - ensure that all mental work is crisp and demanding and related directly to the main lesson;
  - provide work for more-able pupils that more closely matches their abilities.
99. By the end of Year 2, most pupils count, order and add numbers well. Some pupils find 'taking away' difficult and are hesitant, or rely upon others, when counting backwards. The daily use of mental arithmetic increases pupils' confidence. All pupils know the names of common shapes, such as the square, rectangle and circle and accurately count edges, corners and sides. Pupils enjoy guessing the names of three-dimensional shapes that are partly hidden, but pupils not fluent in language find it difficult to relate names to everyday objects, such as sphere to ball. Pupils use number skills in telling the time on the hour and the half hour. The use of a large analogue clock face helps pupils to distinguish between a quarter and a quarter past the hour. Some pupils find it difficult to solve simple number problems and need more practice in writing

down, for example, the symbols for addition, subtraction and equals. Pupils make good progress given that a very high proportion of have English as an additional language and that a significant number have learning difficulties.

100. By the end of Year 6, most pupils are fluent in language and make good progress in most aspects of mathematics although they need more practice in problem solving. During the inspection, pupils were working confidently on the four rules of number and applying them to fractions, decimals and percentages. Most pupils convert one to the other, although fixing the decimal point in the correct place sometimes causes difficulty. Pupils use calculators to check their work but too readily accept what they see, rather than comparing it with an estimate of the answer. A check of pupils' previously completed work shows good progress in anticipating the work of the secondary school. For example, pupils understand that co-ordinates fix a point in space and apply this to reading maps in geography. Pupils use measuring skills to plan for experiments in science and in design projects. One class charts the daily growth of the classroom plant and illustrates this by a bar chart on the computer. Pupils show historical events on a time line and become confident in dealing with the difference between four-digit numbers.
101. The quality of teaching is good and better than at the time of the last inspection. Several very good lessons were observed. In these, teaching was precise and careful. Pupils knew exactly what was expected of them and responded well to the challenge of new work enthusiastically presented. Questions are used well to ascertain what pupils really know and understand and pupils are expected too explain their answers. In the lessons requiring some improvement, the pace is too slow and there is a little too much talk and not quite enough practice. Computers programs are not used often enough to support and inspire learning. All lessons are well managed. Good relationships have a positive effect on learning and are based on mutual respect. Lessons are well planned and build effectively on prior learning. Pupils with learning difficulties are well supported. Teachers and classroom assistants work well together to ensure that all pupils have a good opportunity to progress. Occasionally, more-able pupils do not have quite enough to do and spend time repeating work in which they are already competent. Books are well marked and pupils are given praise and encouragement. The opportunity for teachers to *b-mail* their pupils and for pupils to respond is exemplary.
102. The co-ordinator provides good leadership and management of the subject. He has a clear idea of what needs to be done to raise standards. He and his colleagues work well together to ensure that pupil targets are set and met. Pupils' progress is assessed well and is used as the basis of good planning. It is recognised that pupils need more practice in problem solving, measurement and in data handling. The school has progressed well since the last inspection and has the capacity and the will to consolidate its present gains in the teaching and learning of mathematics.

## **SCIENCE**

103. Standards are average by the end of both Year 2 and Year 6 with more-able pupils achieving above average standards. This reflects considerable improvement since the previous inspection which judged standards at the end of Year 6 as well below average. Older pupils make very good progress and younger pupils make good progress over time reflecting the rapid progress that the school has made in addressing the issues raised in the previous report. Pupils in all ability groups achieve well in science in view of their prior attainment and that on entry.
104. Many pupils in current Year 2 participate in investigative activities involving plants from the local environment. They have started identifying similarities and differences of plants, such as thistle and ivy. A minority of more-able pupils knows different parts of a plant, for example roots, stem, leaves and petals. However, pupils' recording is limited to drawing, and those with special educational needs and/ or learning English as an additional language have difficulty in explaining and recording their activity without adult support. In their work on sex education, many Year 6 pupils demonstrate a developing awareness and understanding of pubic changes and their implications for personal hygiene. Other older pupils, in Year 5 for example, understand the process of condensation, with more-able pupils being aware of the concepts associated with

liquid changing to gas and solid changing to liquid. Again, some pupils with special educational needs and those at early stage of English acquisition need support with recording their investigation.

105. The quality of teaching observed was consistently good throughout school, showing good improvement since the previous inspection. Effective questioning rooted in good subject knowledge promotes pupils' learning. This was evident in the majority of lessons observed. Teachers place an emphasis on investigative learning and use resources that hold pupils' interest. This was noted in some lessons in Years 2 and 3 where observation of real plants engaged pupils in the learning process whilst enabling them to compare plants and predict how a different amount of water would affect their growth. Teachers' effective questioning and careful demonstration of task and key words ensure many pupils' understanding of the use of a key to sort organisms, as was observed in Year 4 classes. Appropriate strategies, such as the use of a quiz in Year 6 sustained pupils' concentration and interest in the activity. Lessons are well organised and pupils well managed. The use of scientific terminology is appropriately focused. For example, Year 4 pupils refer to 'habitat' while investigating how organisms adapt to their environment and Year 3 pupils investigate 'permeable' rocks. Insufficient emphasis is placed on planning work to meet the needs of different ability levels sufficiently, particularly of more-able pupils.
106. The quality of pupils' learning reflects the good teaching. Pupils throughout school respond to investigative work with enthusiasm, and practical activities are especially beneficial to pupils with special educational needs and those learning English as an additional language, who make good progress overall in developing their scientific knowledge and understanding, if not their recording skills. This is a contributory factor in lessons being inclusive. High motivation on the part of many pupils enables them to apply skills learnt in subjects, such as mathematics in activities relating to science. Contrary to some earlier findings, there is no significant gender difference in pupils' learning. Pupils are co-operative, and many show fairly-well developed collaborative skills while working in small groups. They relate well to each other and their teachers, demonstrating positive attitudes and good standards of behaviour. All of this contributes to pupils' personal and social education whilst enabling them to make the expected progress both in lesson and over time in developing and consolidating their scientific knowledge, understanding and skills.
107. The adoption of the QCA<sup>5</sup> scheme has enabled the school to offer a broad and balanced science curriculum, which is an improvement since the previous inspection. The school continues to enrich pupils' learning opportunities by using its local environment, for example its pond and wildlife garden. There is an increasing focus on investigative science, and there is evidence of all other aspects of science being taught, though no lesson was observed dealing with physical processes. There is some evidence of cross-curricular links, with mathematics, for example, involving the use of graph to record the outcome of investigations. The subject is well resourced, monitored and managed. Good assessment procedures are in place including the use of marking as a tool to move pupils forward, and the co-ordinator is keen on refining these. Her priorities rightly include fine-tuning of matching of tasks to pupils' needs and ensuring the use of information and communication technology to promote the teaching of science.

## **ART AND DESIGN**

108. Standards are above national expectations by the time pupils leave the school and pupils achieve well. This is due to the focused teaching pupils get and the good leadership of the subject. There are very good improvement in standards since the last inspection when standards were satisfactory in Year 2 and below expectations in Year 6. Pupils with special educational needs make satisfactory progress in their art. This is due to the schools good support for these pupils and clear understanding of their learning needs. There is no difference in the quality of the work produced by boys and girls.

---

<sup>5</sup> Qualifications and Curriculum Authority

109. Standards in Year 2 meet those expected nationally. Pupils experience a satisfactory range of activities that meet the requirements of the National Curriculum. A strength of the work seen in Years 1 and 2 is in their drawing. The majority of Year 2 pupils sketch buildings with great care, using good observational skills to focus on specific features. These sketches are extended to inform other work in the classroom using clay and this helps pupils to make good links between preliminary sketches and other work. Most pupils in Year 1 focus on a unit involving self-portraits and their work shows that they have a good understanding of the shape of the human face. Their preliminary sketch work leads to other styles of self-portraits, including good torn-paper collages and some high-quality portraits in the "pointillist" style using paint. Three-dimensional work is satisfactorily developed through the use of clay where pupils use mouldable materials to create simple faces to link to their work on self-portraits. The majority of Year 2 pupils develop their observational drawings of features on a building into a clay relief tile successfully. However, their use and control of paint when they are asked to add colour to their clay work confirms that there is less focused teaching on the use of paint across the infant school.
110. Standards in Year 6 are good and exceed those expected of 11-year-olds. Teachers plan a good range of artistic experiences and this supports positive attitudes to the subject and high-quality finished products. A strength of the work seen in Years 3 to 6 is the above average drawing skills pupils develop and the carefully planned sequences of lesson to build good artistic skills. The good provision for art in the junior school allows sketches to be developed so that they support the other work in the unit of study. This reflects good artistic practice and a professional approach to artwork. For example, all pupils in Year 6 develop simple drawings of figures "in action" to explore a range of techniques to match the "movement" of their figures well, including smudging. These are then developed into carefully finished designs of sportsmen and women in pastels. In Year 4, most pupils use a good range of fabric to create collages that capture a landscape using the contrasting textures and fabric types effectively to create a high-quality product. Pupils' experiences of the techniques of paint are less well developed and there is no planned development of skills in this area.
111. The teaching of art seen is good overall. In a Year 6 lesson, a teacher encourages pupils to use "viewfinders" effectively to frame their drawings of plants in the meadow. This results in a direct improvement of pupils' work. A Year 3 lesson results in good work on collages due to the provision of good examples and clear explanations. Where teaching is particularly effective, teachers exhibit very good knowledge of the techniques that they are teaching. Teachers assess pupils' work well. They make very supportive comments in pupils' sketchbooks, highlighting where pupils have done well and where they could develop ideas. Assessment is well supported when teachers complete assessments of pupils' work at the end of each unit. The subject makes a very good contribution to the spiritual development of pupils through the appreciation of beautiful things and an acceptance of the way different people react to artwork. Teachers ensure that art makes a very good contribution to the pupils' social development when they share resources, discuss and evaluate the work they produce and discuss the work of famous artists. There is limited use of artists' work from other cultures. Teachers ensure that their planning promotes good progress for pupils who do not speak English at home.
112. The subject is effectively led and this directly supports the above average standards achieved. A good scheme of work helps guide teachers' planning and the subject leader has arranged good staff training on specific aspects of the curriculum. She has an effective development plan for the subject and has developed a very good portfolio of pupils' work to monitor and evaluate art teaching. The use of written evaluations supports good literacy skills and discussions are used to support good speaking and listening practices in the school. Art skills are used well across the school to support other curriculum areas. Information and communication technology is used satisfactorily to develop pupils' artistic understanding.

## **DESIGN AND TECHNOLOGY**

113. Only one lesson was observed during the inspection. However, an examination of pupils' work, discussions with pupils and an analysis of a detailed portfolio of pupils' work were used to provide

evidence of the standards achieved. This indicates that standards in design and technology are above national expectations for pupils at the end of Year 2 and Year 6. This marks a good improvement since the last inspection when standards were satisfactory for pupils at the end of Year 2 and well below average for pupils at the end of Year 6. Pupils of all abilities, including those with English as an additional language, make good progress due to the good planning, effective scheme of work, good subject knowledge and high expectations of teachers.

114. Standards in Year 2 exceed national expectations. A good range of experiences ensures that pupils develop good skills in a wide range of activities. Most pupils in Year 1 use a range of materials to construct houses after carefully studying homes from around the world. All Year 2 pupils use fabric to design and make "Joseph's Coat" effectively. The planning for these projects is a particular strength of the design process and the products are finished to a high standard. In studying food, most Year 1 pupils learn good attitudes to a healthy diet and have the opportunity to develop their technology skills when they taste, prepare and assemble fruit salads well. The quality of pupils' evaluations is particularly good.
115. Standards are similarly above average at the end of Year 6. The good range of projects and the carefully planned development of skills make a significant contribution to the quality of the finished items. The majority of Year 5 pupils design and make a range of very good musical instruments after having first explored a range of instruments. Most pupils produce careful designs with annotated sketches, lists for the equipment they would need and the steps they will take to make their instrument effectively. The quality of the finished product is particularly high. This is equally true of a design project in Year 6 to make slippers. The design process is central to the high standards that this project supports. A project to use fabric to make "money holders" in Year 4 is characterised by well drawn plans and a detailed attention to the quality of the finished product and is a significant strength of pupils' knowledge. Pupils in Year 3 explore packaging and pneumatics in projects with similarly good outcomes. The use of a wide range of construction materials and the ability of pupils to control mechanisms are not sufficiently developed.
116. The above average standards achieved indicate that the teaching of design and technology is good. In the best lessons, teachers clearly focus on the design process and use good specific knowledge and understanding of the task set. These aspects of teaching are important factors in the standards achieved. Good teaching ensures that pupils are encouraged to appreciate the work around them, evaluating their own and others' work with thought and care. The scope of the projects allows pupils to research ideas across a range of cultures, appreciating, for example the shape of African houses and African drums and the planned co-operation of groups of pupils support the way the school includes all pupils. The subject supports the spiritual, cultural and social provision for the schools well. Pupils with specific needs are supported well and this ensures that they make good progress in their skills. Less effective teaching does not allow pupils to choose the materials, tools or techniques to make their product.
117. While there is currently no curriculum leader for the subject, the previous manager's good scheme of work and comprehensive development of the subject has maintained its positive impact on the standards achieved in the subject. The subject has been well monitored and evaluated through a good portfolio of work. Numeracy skills are satisfactorily included in technology projects when pupils measure with accuracy. Literacy skills are well supported through the good use of written evaluations. Pupils use computers successfully; for example through using design packages to design items and with word processors to complete evaluations.

## **GEOGRAPHY**

118. Standards are below those expected for pupils at the end of Year 2. This is due to the fact that a high number come into Year 1 with below or well below average standards in language and literacy and they find it difficult to ask and answer questions about places using geographical vocabulary. Standards meet national expectations by the end of Year 6. This represents a good improvement since the last inspection when standards were below those expected for pupils in Year 2. Progress is unsatisfactory in Years 1 and 2, but satisfactory in Years 3 to 6. Due to the

nature of the school's timetabling, it was possible to observe only two lessons. Inspection findings are based on these two lessons and further evidence from pupils' books, teachers' planning, the portfolio of work, discussions and work on display. Pupils' good attitudes to the subject are evident in the quality of the work they produce. The improved standards are due to good curriculum coverage and effective teaching. Pupils have access to an appropriate curriculum so that those with special educational needs and/or those with English as an additional language make similar progress to their peers. No differences were noted between the standards and progress of girls and boys. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Year 2 pupils, for example, having watched a video on the work of Vision Aid in Africa, considered and discussed how they might be able to help.

119. Evidence shows that pupils in Year 1 are provided with interesting work which helps them to become familiar with the local environment by looking at the area around the school and their journeys from home to school. As a result, they use simple language to express views on a locality's environmental features, and identify ways it can be made safer. For example, they devised a survey to find out how Year 4 and Year 5 pupils travel to school and produced graphs and pie charts using information and communication technology. They were surprised when they discovered that so many came to school by car, realising that cars endanger the environment. In the lesson seen, pupils were looking at the types of weather in different places round the world, considering what clothes 'Barnaby Bear' would pack if going to any of these places, whether he would need his passport to travel there, and what form of transport he might use. They were able to answer questions about the climatic conditions of different localities by studying the pictures and photographs provided by the teacher. As they get older, pupils study places in more depth, comparing their own locality to an island, identifying similarities and differences. They write about the work of fishermen and farmers in the contrasting locality, comparing it to that carried out by people they know. Simple mapping skills are developed in this topic.
120. Pupils in Years 3 and 4 study the local area in greater detail and give good consideration to how the local environment might be improved. Teachers devise interesting tasks to motivate pupils' interest. Year 4 pupils, for example, wrote letters to the local council expressing opinions and reasons for having an electrical factory in Streatham Village. They considered how the factory might affect the lives of different members of the local community, such as teachers, builders and shopkeepers, and wrote from the points of view of these people. This is a good example of how pupils' literacy and social skills are developed in the subject across the school. Teachers continue to develop independent research skills, as, for example, when pupils in Year 3 make a detailed study of Australia using books, maps and pictures considering the weather and its influence on leisure activities, in their topic 'Weather Around The World'. Pupils in Year 4 are taught to compare the physical and human features of the Indian village of Chembakoli to those of their own local area.
121. There was insufficient evidence to make an overall judgement about the quality of teaching, but in the two lessons observed, it was good. Teachers in Years 5 and 6 make imaginative use of 'What's in the News?' to plan their lessons. In a Year 6 class, for example, pupils were discussing what the people of Iraq might want from their leaders. Planning shows that pupils had previously studied maps and pictures of the country and had discussed how the environment had been damaged by war. In their discussions, pupils showed a mature understanding of how people can improve or damage the environment and of how decisions concerning places affect people's future quality of life. Pupils' research skills are further developed through investigating coastal areas and mountain environments and they use the knowledge gained to answer geographical questions, such as 'Why are there no large animals on mountains?'. Pupils in Year 6 make a detailed study of Hastings prior to the residential trip and produce tourist information brochures describing buildings, landscapes, leisure activities, economic activities, and include maps they have drawn. Class visits to places of geographical interest are used well to enrich the curriculum. Resources for the subject are well organised into topic boxes. The school is aware of the need to further increase opportunities for pupils to use artefacts and sources of information, including information and communication technology and the school library, to support their independent research skills.

122. The subject has been a key focus of the school's development plan. The co-ordinator has been instrumental in recent improvements in provision and standards. She closely monitors teachers' planning and pupils' work to ensure continuity in learning, and holds discussions with teachers to evaluate the effectiveness of the various topics. Teachers have a clear understanding of what pupils have learnt and understood through assessments at the end of each topic. However, the co-ordinator plans to refine these assessment procedures so that skills, knowledge and understanding are progressively developed year-on-year at a level appropriate to pupils' abilities.

## **HISTORY**

123. Standards meet national expectations by the end of Year 2 and Year 6. This represents good improvement since the last inspection which judged standards in Years 3 to 6 as below national expectations. The majority of pupils throughout school now make good progress in developing their knowledge and skills relating to history.
124. At the end of Year 2, pupils show a developing awareness of past events, such as The Great Fire of London. They use different sources of information to investigate the Fire, including an eyewitness account, and many have started writing their own accounts of it using their senses - what they saw, heard and smelt. There is evidence of pupils using timelines in learning about famous people, for example Florence Nightingale and Mary Seacole. Evidence suggests that younger pupils have learnt about old/ new homes and toys. Many pupils at the end of Year 6 demonstrate a sound understanding of major events in the history of Britain since 1948. They demonstrate an appropriate sense of chronology in identifying some characteristic features using secondary sources, such as pictures – for example, how the image of a pop star, such as John Lennon changes and influences fashion and culture. Pupils' recording skills are not, however, fully developed.
125. The quality of teaching is good throughout school, and occasionally very good. Teachers' good subject knowledge and use of appropriate resources ensure pupils' response and active participation in activities, as was observed on most occasions. Pupil observation of teacher activities clarified the concept of an 'eyewitness' account of the Great Fire of London, such as Samuel Pepys' diary in a Year 2 class. Effective planning and teaching enabled a group of Year 3 pupils to role-play different interpretations of events, for example the Viking raids of Britain. Effective questioning often encourages observation and investigation involving both primary and secondary sources of information. Teachers' questioning focused on important issues, such as historical evidence, ensures ongoing assessment of pupils' knowledge and understanding of past events. Many teachers organise activities and manage their pupils well, though activities are not sufficiently matched to pupils' interest or ability.
126. Teaching impacts positively on pupils' learning. Younger pupils are often eager to participate in activities and use resources with respect. The majority of older pupils show high levels of motivation and concentration. They contribute to discussion and use various sources to find out about past events, such as changes in social behaviour and values. More-able pupils make relatively better progress, though there is no significant gender difference in learning. Most pupils having special educational needs and/or those learning English as an additional language make good progress in understanding of historical facts, though not equally in developing their recording skills. Pupils' learning reflects their positive attitudes and good standards of behaviour. The majority of pupils relate well to each other and their teachers.
127. The school uses successfully the QCA scheme of work to teach history. This ensures that all aspects are taught during the school year, though the subject is taught in one half of each term and alternates with geography. There is evidence of pupils in different age groups covering Ancient Greece and Tudor/ Victorian Times. There is some importance attached to visits to museums. The subject is well resourced with artefacts being upgraded. There are good cross-curricular links with literacy, mathematics and art and design technology. Such links make a good contribution to pupils' spiritual, moral, social and cultural development. Assessment involves the use of end-of-unit summaries, but has been identified for further development. The subject is well managed. The co-ordinator is aware of the need to develop pupils' recording and information and communication technology skills to consolidate their historical knowledge and understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

128. By the end of Year 2 and Year 6, standards meet national expectations and pupils achieve well. Standards have improved in Years 3 to 6 as the result of the school addressing successfully the

key issue from the previous report which was to raise standards. Improvement is the result of greater teacher expertise and confidence in teaching the subject and in the school creating an IT Suite. Pupils make good progress in learning key skills, but do not have the opportunity to consistently use and apply them in lessons taught in the classroom, including literacy and numeracy. There is no significant variation in progress or standards achieved by pupils irrespective of gender, ability or ethnicity.

129. When given the opportunity, pupils are successful in using computers to support their work in literacy. In word-processing their work, pupils show accurate use of spelling, grammar and punctuation, for example in writing up reports of a science investigation into rocks in Year 4. Pupils apply their numeracy skills when, for example, in Year 6, they use spreadsheets to calculate areas of squares, rectangles and isosceles triangles. In using the Internet for research, pupils make good use of reading reference skills to find key facts.
130. By the end of Year 2, pupils are confident in the key skills of 'logging on' and 'logging off' on the school's network. Most know how to load programs and how to find previously-saved work. More-able pupils are confident in demonstrating this on the interactive whiteboard. Pupils are more competent in the use of the mouse, especially to 'click and drag' than they are in the use of the keyboard. They show good skills in using a graphics program to make repeating patterns through using a variety of shapes.
131. By the end of Year 6, pupils make good progress in learning key skills. Most pupils know how to load from and save to their class file and know how to print their work. They are confident in accessing the Internet and websites they need. In Year 3, pupils know how to send and receive e-mails. In a lesson observed, they made satisfactory progress in adding an attachment to their e-mails. In Year 4, pupils use word-processing skills effectively when they word-process their good-quality evaluations of the purses they made. In Year 5, pupils show good desk-top publishing skills when they produce 'flyers' advertising, for example the London Science Museum. They show good use of their persuasive writing skills which were previously taught in literacy. In Year 6, pupils show a good understanding of spreadsheets and how to find the formulae for finding areas and perimeters of two-dimensional shapes. They make satisfactory progress in creating multi-media presentations, for example on favourite 'pop idols', including Destiny's Child.
132. The overall quality of teaching is satisfactory, although in lessons in the IT Suite, it is good. Teaching in the IT Suite has contributed significantly to pupils' improved use of key skills in the subject. In lessons in the IT Suite, teachers show good subject knowledge and confidence. They make particularly good use of the interactive whiteboard to demonstrate new skills, for example in teaching pupils in Year 1 how to enter data into a table. Teachers support pupils effectively by providing good one-to-one support when they need it. Primary helpers support successfully pupils with special educational needs. A strength of teaching is the expectation that pupils should support each other, with the result that paired work is an impressive feature of lessons. In classroom-based lessons, teachers are inconsistent in planning for the use of computers to support learning, with the result that pupils have insufficient opportunities to apply skills taught in the IT Suite.
133. The subject is effectively managed by the subject co-ordinator who was appointed in September 2002. In the short time since her appointment, she has drawn up a detailed action plan for the subject, with the main emphasis on improving hardware provision in classrooms for pupils in Years 3 to 6, including Internet access. Currently, she has insufficient time to monitor teaching and learning in the subject. However, the appointment of a contracted engineer has reduced considerably the time she spent on 'troubleshooting' hardware problems.

## **MUSIC**

134. Since the previous inspection the school has made very good progress in the provision of music for all years. The standard of performance, particularly in singing, drumming and recorder playing is better than that usually seen. Other aspects, such as listening and composing, are less well

- developed, but overall pupils make good progress in music. Clear direction now ensures that all pupils have good access to the music curriculum. Lessons resemble a music workshop, where pupils make music and find great enjoyment in working with each other.
135. By the end of Year 2 and Year 6, standards meet national expectations. This is a marked improvement since the previous inspection. Pupils with learning difficulties and/or English as an additional language are well supported and take a full part in lessons and after-school activities. Pupils sing songs from many different countries and by the end of Year 6, they begin to understand the significance of music in people's lives. Music contributes very well to pupils' personal development.
136. Standards have risen because:
- pupils study music throughout the year on a planned programme;
  - pupils are well taught;
  - pupils make an enthusiastic response to music;
  - there is a good range of after-school activities to stimulate interest;
  - the 'singing assembly' is an important part of the school week, making music a strong part of the school's culture.
137. All classes begin with pupils greeting each other in song. Pupils in Year 1 understand the meaning of 'pulse' and relate it to the beat of the heart. The teacher demonstrates pulse on the metronome and pupils clap at successively quicker tempi. In Year 2, pupils make the sound of percussion instruments match the weather and the 'howling wind' ends with an enthusiastic clap of thunder. Pupils in Year 3 and 4 sing a song '*Sally go round the moon*' establishing that there are four beats in the bar. They move on to clap and play the rhythms of waltz and march time. Pupils sing 'Auntie Monica', a song from Ireland, and the teacher provides clothing to help the pupils create the right atmosphere. Pupils in Year 5 sing an American chant as a round and accompany themselves on percussion instruments. In group work, pupils use instruments to compose their own music for Mars and Venus from the *Planet Suite*. In Year 6, pupils use voice music to simulate a humming machine and do so with style and imagination. Pupils listen to modern electronic music and perform robotic movements to its sound.
138. Teaching is good. All classes are taught by the same teacher, who is an excellent musician and who is an experienced performer. This inspires many pupils to perform, who may not otherwise have had the confidence to perform. For example, a girl in Year 1 spontaneously sang a national folksong. All teaching is of good quality and there are several very good features. The teacher demonstrates what she wants pupils to do. They follow willingly. Relationships are very good and making music is fun. All want to take part. Music making is ambitious and really gives the pupils the chance to find out what they can do. Pupils commit too little to paper and compositions are not retained. This is a relative weakness because there is so much that is memorable. Assessment of what pupils know, understand and can do is informal, although the work scheme ensures that pupils progress through the curriculum.
139. Music in assemblies is led by a Class 3 teacher and the deputy headteacher who rehearse and conduct the excellent choir, which sang recently at the Royal Festival Hall. The choir has a wide repertoire and many able performers. The performance of '*Dona Nobis Pacem*' (*Give us peace*), with boy and girl solo performers at the singing assembly, was truly inspirational. Pupils play recorders to a high standard and some pupils have the opportunity to learn to play woodwind instruments. Drumming sessions are well attended and well taught. There are several concerts a year that are well attended and greatly appreciated by parents. Resources are good and are well used. There are two established music rooms, which allow pupils to make music enthusiastically without disturbing others.
140. Music at Hitherfield has turned a very significant corner in the last two years.

## PHYSICAL EDUCATION

141. By the end of Year 2 and Year 6, standards meet expectations for seven- and 11-year-olds and they achieve well. In dance, standards are very good as the result of excellent teaching by the school's specialist dance teacher. Standards in the subject have been maintained since the previous inspection. By the end of Year 6, the majority of pupils meet the national expectation

of being able to swim 25 metres unaided. There is no significant variation in standards achieved and progress made by pupils irrespective of ability, gender or ethnicity. A strength of lessons is the quality of peer support amongst pupils both in paired work and in team games.

142. By the end of Year 2, pupils know why it is important to warm-up and cool-down at the start and end of lessons. They know the importance of responding immediately to the teachers' 'stop' command. Pupils enjoy the warm-up, especially in dance lessons where it is done to music and is fast, rigorous and challenging. When moving around the hall, they show a good awareness of space and the ability to change direction quickly. Pupils show satisfactory skills in running, jumping, skipping and hopping. In dance, they show very good interpretations of different styles of music.
143. By the end of Year 6, pupils build successfully on key skills. In a Year 4 lesson observed, pupils made good progress in learning how to do a standing long jump and made satisfactory progress in the hop, skip and jump. In this lesson, they made good use of their numeracy skills when they had to measure, to the nearest centimetre, the length of their jumps. In Year 5, pupils show satisfactory skills in rounders, including hitting, catching and fielding. In one lesson, girls made significant progress in fielding skills as the result of good coaching by the teacher. In Year 6, pupils are mainly confident to organise and run their own team games in which they apply basketball skills. They show satisfactory skills in throwing and catching. In one lesson, they made good progress in learning how to mark and defend.
144. The quality of teaching is satisfactory overall, but varies from unsatisfactory to excellent. The excellent lessons are in the specialist teaching of dance where pupils benefit from a highly-skilled teacher. Pupils love these lessons because they are enjoyable and demanding of their physical effort. The warm-up is excellent, with the teacher leading by example and using music effectively to motivate pupils. In other good lessons, the warm-up is challenging. Teachers show good skills in explaining, demonstrating and coaching which contributes to pupils improving their performance, for example long jump skills in Year 4. In the one unsatisfactory lesson, pupils made insufficient progress because the lesson was not sufficiently well planned to develop and extend key skills.
145. The subject co-ordinator was appointed in September 2002. Since then, he has made a good start by producing a detailed action plan for the subject. The detailed policy has been updated and in-service training has been provided in gymnastics in order to raise teacher confidence. Resources are very good and used effectively to support pupils' learning. Pupils benefit from a range of extra-curricular sports clubs, including football and dance. They play competitive football matches against other schools. There is an annual sports day which is enjoyed by pupils and parents.

## **RELIGIOUS EDUCATION**

146. Standards in Year 2 exceed the expectations of the locally agreed syllabus. In Year 6, standards exceed these expectations and are well above average. Religious education is a significant strength of the school. This marks a good improvement for Year 2 and a very good improvement for Year 6 pupils from the last inspection. There is no significant difference in the achievement of boys and girls or pupils with special educational needs. The good progress that most pupils make is due to the good teaching, high expectations and very good leadership of the subject.
147. Pupils in Years 1 and 2 consider a good range of faiths in their religious education lessons. Following a theme of 'Celebrations', they look at the celebration of Diwali producing patterns,

masks and Rangoli patterns for their hands effectively. The majority of pupils respond to the idea of how special temples, mosques and churches are when they write that they “dress nicely to go to worship” because it is an important place. Most pupils in Year 2 identify items that are linked to specific faiths and suggest meanings for their symbolism. Year 2 pupils make good progress when they carefully consider some of the fundamental questions raised by faith such as life cycles.

148. Pupils in Years 3 to 6 respond very well to a very carefully planned series of experiences in religious education. Most Year 4 pupils react with great awareness when they reflect on the symbolic nature of sacred objects, shapes and music in religion. Their prayers and writing communicate their feelings, hopes and wishes with great sensitivity. One more-able pupil writes that Christian people use music in their worship because “...it makes you feel safe when you sing hymns”. An important part of the standards achieved by pupils is the organisation by all class teachers of visits to places of worship. Year 3 pupils’ visit a synagogue and this means that pupils learn to appreciate many aspects of the Jewish faith. They write with great understanding of the beliefs and patterns of worship and for one child it awakens family ties to the Hebrew language. The majority of pupils in Year 6 produce excellent work in response to lessons on the fight against apartheid and the struggle of Martin Luther King to achieve equality. Their interpretations of his “I have a dream” speech demonstrate great maturity and personal reflection in their responses. One more-able pupil writes;

*“I have a dream that everyone will join hands,  
I have a dream that no one will fight and that peace will come.  
I have a dream that no one will go hungry or thirsty and that children will live in peace.”*

149. Most pupils in Year 5 write about the problems that a young Sikh may face in our culture, demonstrating an excellent understanding of the Sikh faith and a moving personal appreciation of the differences in our cultures. All pupils including those who do not speak English at home are well integrated and make good progress due to good support.
150. The quality of teaching is good and provides a very good range of experiences for the pupils in the school. Teachers very good subject knowledge, their willingness to address complex and challenging ideas and high expectations are an important part of the most successful lessons. This is seen where the ideas and challenges planned for pupils makes them think deeply about how they treat other people and want the world to develop. Pupils with specific needs are appropriately supported by good classroom support and the tasks they are asked to do. The subject makes an outstanding contribution to the spiritual, moral, social and cultural development of the pupils. It supports the development of good literacy skills when pupils explore complex and specific vocabulary in their writing. Pupils use numeracy and computer skills satisfactorily to research and present information on a range of topics. Teaching is less effective when the behaviour of a few pupils slows the rate of learning.
151. The leadership of religious education is very good. The co-ordinator has produced a detailed scheme of work. She has purchased a range of carefully chosen resources to support class teachers’ lessons and has ensured that the monitoring and assessments of pupils’ work and lessons is used effectively to inform future developments. Her active and enthusiastic management is a major contribution to the development of the subject.