

INSPECTION REPORT

ALL SAINTS' C OF E PRIMARY SCHOOL

Merton, London

LEA area: Merton

Unique reference number: 102663

Headteacher: Mr. Michael Cosgrove

Lead inspector: Tusha Chakraborti

Dates of inspection: 29 June – 1 July 2004

Inspection number: 263553

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	215
School address:	East Road London
Postcode:	SW19 1AR
Telephone number:	020 8540 3004
Fax number:	020 8540 2208
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Janet Lawes
Date of previous inspection:	9 November 1998

CHARACTERISTICS OF THE SCHOOL

All Saints' C of E is an average sized primary school. It serves a diverse multi-ethnic community in South Wimbledon. Approximately 75 per cent of pupils are from different minority ethnic communities and about 25 per cent come from White-British backgrounds. There are 215 boys and girls on roll between the ages of three and eleven, including 35 children attending the Nursery. A very high proportion of pupils, nearly 46 per cent, speak English as an additional language and twenty of them are at the early stages of learning English. Twenty-six different languages are spoken in school and the main languages, other than English, are Tamil, Gujarati and Bengali. The socio-economic background of the pupils is below average. Pupils mainly come from the nearby housing estates or privately rented properties in the immediate and a neighbouring area. The proportion of pupils eligible for free school meals is average. About 27 per cent of pupils have been identified as having special educational needs, which is above average. The percentage of pupils with statements is well above average. These pupils have a wide range of special needs. Attainment on entry is below average because a significant number of pupils who speak English as an additional language enter the school with limited language and communication skills.

The school has undergone a significant change in character since it was last inspected in 1998, changing from a two-form entry first school into a one-form entry primary school. This has taken place over the last three years, and the school's first Year 6 children will transfer to secondary school at the end of the current academic year. Therefore, direct comparisons to the previous inspection are not reliable. The recent reorganisation of the school, resulting from the local education authority's extensive re-organisation of schools programme in 2001 to 2003 meant that parents had to re-apply for places and the school lost many of its pupils in the process. Many of the pupils currently in Year 6 have been the oldest pupils in the school for the last four years and the first Year 6 group to take the national tests this year. The school has a strong Christian ethos and is affiliated to All Saints' Church. It has been awarded two School Achievement awards in the past two consecutive academic years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	English Art and design Design and technology English as an additional language Personal, social and health Education
9519	Sue Pritchard	Lay inspector	
24465	Lesley Reed	Team inspector	Science Geography History
25787	Edmond Morris	Team inspector	Mathematics Information and communication technology Music Physical education Special educational needs
22476	Sue Vale	Team inspector	Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

All Saints' C of E Primary is a **good** school. Pupils achieve well because of good teaching and a high level of support from all staff. The leadership of the headteacher, in partnership with the deputy headteacher and the governing body, is very good. This has ensured a steady improvement in standards, particularly in English, mathematics and science. The school has a strong Christian ethos which underpins all that it strives to achieve. This promotes a very positive climate for learning and the very effective inclusion of pupils in all aspects of the school's work. As a result, pupils develop positive attitudes to learning, behave well and learn to care for each other. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics and science at the end of Year 6; and in reading, mathematics and science at the end of Year 2.
- Teaching is consistently good, with some very good teaching in Years 3 to 6. As a result, pupils are learning well and standards have risen over the past year.
- Provision for the Foundation Stage is good and provides the youngest children with a good start to their education.
- The headteacher gives a very clear educational direction and is supported effectively by the senior managers and the governing body.
- Assessment in English and mathematics is very effective and is having a positive impact on pupils' achievement.
- The library is not sufficiently developed to promote pupils' independent research skills, although the school plans to do this shortly.
- The presentation of pupils' work is not always good enough. Marking of pupils' work is not consistent and does not always suggest strategies for improvement.

This is the first inspection for the school as a primary school. It was inspected last in 1998 when it was designated a first school and pupils left at age eight. The school has made very good progress since then, managing its transition to a primary school very successfully. The key issues identified in the last inspection have been addressed effectively. The quality of teaching has improved significantly because of consistent monitoring. Lesson planning in all subjects is now firmly based on appropriate schemes of work. This ensures that pupils develop a good understanding of knowledge and skills across the curriculum. As a result, standards have improved in all subjects, including information and communication technology, in Years 1 to 6. Provision in the Foundation Stage has improved and is now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2 compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	B	B	B
writing	D	D	C	C
mathematics	C	C	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils across the school **achieve well**. This is the first year in which the school has had pupils in Year 6 so there are no previous national test results to compare performance. The national tests results for Year 2 are available and the table above shows that standards have improved in recent years. The 2003 national test results were above average in reading, average in writing and well

above average in mathematics, both nationally and in comparison with similar schools. The inspection found almost similar standards as the 2004 test results. In the current Year 2, standards are above average in reading and mathematics and average in writing. Standards in science, based on teachers' assessments, are above average; a significant improvement over the 2003 result. Inspection evidence also shows that pupils in Years 3 to 6 are achieving well and reaching standards that are above the national average in English, mathematics and science. Standards in information and communication technology are average. There was not enough evidence to make a firm judgement about overall standards in other subjects. Although children enter the Nursery with below average levels of attainment, they achieve well during their stay in the Foundation Stage. As a result, the majority of them reach the nationally expected goals in all the areas of learning, by the time they enter Year 1. Boys and girls achieve similar standards, as do pupils from different ethnic minority backgrounds and those who speak English as an additional language. Pupils with special educational needs also achieve well.

Pupils' personal qualities, including their spiritual, moral, social and cultural developments, are **good**. They behave well, respect other people's views and develop very good attitudes to learning. Relationships between pupils and adults and amongst pupils themselves are very good and help pupils to develop confidence and self-esteem. Attendance is good and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** overall. Some examples of very good and excellent teaching were observed. This means pupils learn effectively. Teachers have good subject knowledge and are skilled at making lessons interesting so that pupils enjoy learning. They challenge pupils and give them the confidence to attempt difficult work and take risks with their answers to questions. The teaching of reading is good and helps pupils to read fluently and with enjoyment. Teaching and learning in mathematics are effective in developing good numeracy skills. In the Foundation Stage, teaching and learning are also good and prepare children well for Year 1. There are very good assessment systems in English and mathematics and teachers use them very effectively to evaluate and track pupils' progress. Teachers support pupils with special educational needs and those who speak English as an additional language effectively and ensure that all pupils have equal opportunities to learn. Teaching assistants are well trained and they are well aware of the learning needs of the pupils they support. Marking is not consistent and does not always tell pupils how to improve their work.

The curriculum is broad, balanced and enriched well by a good range of extra-curricular activities. Pupils are well cared for and feel confident to ask for help when necessary. The good partnership with parents makes an effective link between home and school. Links with the local community are good and those with other schools and colleges are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **good**. The headteacher provides very efficient and strong leadership. He is supported very effectively by the deputy headteacher and they work together very well as a team, determined to raise standards. The quality of teaching and learning is monitored effectively. All staff are clear about their role in the school's improvement and are supported well in their own professional development. Good management and good financial systems ensure that the school runs smoothly and makes effective use of its funds. The governing body is well aware of the strengths and weaknesses of the school. The governors are committed to improving standards and they challenge and support the management team effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and report that their children are very happy to come to school. They appreciate the commitment of the headteacher and the staff and what the school seeks to achieve for their children. The vast majority of them are very happy with the information they receive about their children's progress and believe that the school enables their children to

achieve well. Pupils enjoy school and appreciate the trusting relationships they have with the adults there. They know that their opinions are sought and valued, giving them opportunities to be involved in school life.

IMPROVEMENTS NEEDED

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

- Develop the library provision, as planned, to enhance pupils' learning further and to promote their library skills.
- Improve the quality of the marking and presentation of pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Foundation Stage and Years 1 to 6 is good.

Main strengths and weaknesses

- Standards are above average in English, mathematics and science by the end of Year 6.
- Pupils in Years 1 to 6 achieve well because of good teaching.
- Children in the Foundation Stage also achieve well as a result of good teaching.
- Provision for the pupils with special educational needs is good and, as a result, they achieve well for their capabilities.

Commentary

1. The 2003 national test results for Year 2 were above average in reading, average in writing and well above average in mathematics, both nationally and in comparison with similar schools. The results indicate significant improvement in standards over the past three years, especially in mathematics. Standards in science based on teacher assessments in 2003 were below average but they are now above the national average, reflecting rising standards. Currently, standards are above average in reading and mathematics and average in writing in Year 2. Standards in Year 6 are above average in English, mathematics and science. Good quality teaching enables pupils to achieve well as they move through the school, overcoming their barriers to learning. Very good teaching in Years 3 to 6 enhances their rate of progress.

2. Since the last inspection, more children enter the Nursery with attainment that is below that expected for their age. This is because a significant number of pupils who speak English as an additional language enter the school with limited language and communication skills. However, children achieve well during their stay in the Foundation Stage and, as a result, almost all of them reach the early learning goals set for them in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development by the end of the Reception year.

3. Pupils are taught basic skills in literacy and numeracy well. The National Literacy and Numeracy strategies have been implemented successfully and are having a positive impact on pupils' achievements in these subjects. In English, regular reading practice helps pupils to achieve well. The school's emphasis on the teaching of writing skills is also having a positive impact on standards. Good mental and oral mathematical skills developed in Years 1 and 2 are built on successfully in Years 3 to 6. In science, an effective approach to developing pupils' investigational skills has enabled pupils to acquire good knowledge and understanding of scientific principles through their own investigations. The very effective systematic assessment procedures and their use have been instrumental in enabling the Year 6 pupils to reach above average standards in all three subjects. Teachers use the information gained from these to match work closely to pupils' needs. Standards in information and communication technology are in line with those expected nationally at the end of Years 2 and 6. Pupils of all abilities work confidently and are achieving well. There was not enough evidence to make a firm judgement about overall standards in other subjects.

4. Boys and girls reach similar standards as do those pupils from different ethnic minority backgrounds. Pupils who are learning English as an additional language are achieving well. By the end of Year 6, they attain the standards expected for their age group. This is due to the school's effective initial assessment of these pupils when they start at the school and appropriate monitoring of their progress in learning English. Pupils with special educational needs make good progress as they move through the school. Virtually all of them reach the nationally expected level in English and

mathematics by the time they leave. This is because they receive very good support from effective support assistants and class teachers who usually plan work for them that is at an appropriate level. Individual education plans are very well written by the class teachers, the targets are measurable and are regularly reviewed.

Standards in national tests at the end of Year 2 – average point scores in 2003		
Standards in:	School results	National results
reading	16.4 (16.5)	15.7 (15.8)
writing	14.9 (14.0)	14.6 (14.4)
mathematics	17.6 (16.9)	16.3 (16.5)
<i>There were 39 pupils in the year group. Figures in brackets are for the previous year</i>		

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is good. Attendance is also good and punctuality is satisfactory. Pupils' spiritual, moral, social and cultural developments are good overall.

Main strengths and weaknesses

- Very good relationships and respect for others are important parts of the school ethos.
- Assemblies and lessons promote pupils' spiritual, moral and social development very well.
- Some pupils are often late for school which is unsettling for them.

Commentary

5. Children in the Nursery start school enthusiastically and quickly learn to relate well to adults. This stems from the school's central purpose to promote very good relationships. Incidents of bullying and racism are rare, which owes much to the way pupils are encouraged to value themselves and others. A clear moral code forms the basis of the pupils' good behaviour. Parents are right to believe that the school is a harmonious place in which to learn. In all classes, pupils enjoy their lessons without fear of being distracted by the behaviour of others. This is because teachers use successful methods to promote pupils' self-esteem, motivation and achievement in lessons.

6. Playtimes are social occasions that reflect the school's inclusive approach to pupils from ethnic minorities and those with special educational needs and English as an additional language. Pupils from all groups play happily together and form constructive relationships with adults. Midday supervisors have re-introduced some of the old playground games such as 'cats-cradle' and pupils are fascinated by these. Assemblies provide good opportunities for pupils to reflect on the personal qualities the school promotes. The Nursery children are every bit as confident as the Year 6 pupils in proudly standing in front of an audience to show examples of their work. In lessons, pupils are used to working in groups or pairs to come up with ideas or find solutions to problems. They develop good skills in doing so. Teachers provide frequent opportunities for pupils to reflect on their learning. In a Year 3 science lesson for example, pupils thought about what they had been learning and then rightly pointed out that the results of their group investigations would naturally vary because not all groups had access to the same quality of equipment.

7. In the recent elections for a school council, pupils worked hard in persuading others that they were worthy of their vote. The older pupils have helped make the 'reading buddy' scheme a success by carefully and sensitively helping the younger pupils to develop their reading skills. When given responsibilities such as these, pupils carry them out enthusiastically and responsibly.

8. The school's very positive ethos and very good provision for pupils' moral and social development ensure very good relationships between staff, pupils and parents. It provides a good

programme for pupils' personal development that underpins their moral and social development very well. Within a Christian framework, the school implements its aims very effectively in giving pupils clear guidance on how they should respect one another's beliefs and values. Pupils are tolerant, considerate and friendly towards visitors; they make very good company. They undertake a good range of day-to-day duties and this encourages them to use their initiative and become responsible. Spirituality is well developed through assemblies and by extending pupils' awareness of other religions and beliefs. Pupils' knowledge of other cultures and religions is good. Important festivals and traditions are celebrated. Every classroom has a display to reflect the distinctive features of world religions and languages spoken in pupils' homes. Visitors to the school and trips out are well chosen to allow pupils to get a real feel of their own and other cultures.

9. As shown by the table below, attendance is good. This is because the school has very good procedures for monitoring and promoting good levels of attendance. As a result, the school has managed to alter the trend, identified at the last inspection, of pupils often arriving late or staying away from school without permission. Unauthorised absences are now extremely rare. Punctuality is satisfactory, but some pupils do not always arrive on time and this interrupts the start to their day.

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

10. No exclusions have been made in recent years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The curriculum is broad and balanced and the school provides good opportunities to enrich and enliven pupils' learning. All pupils are given equal access to all areas of the curriculum and this ensures that they benefit well from the education system that the school provides. The provision for pupils' care, welfare, health and safety is good. The partnerships with parents and the community are also good.

Teaching and learning

The quality of teaching and learning is good overall and nearly two thirds of lessons are good or better. Pupils' achievements are assessed very effectively.

Main strengths and weaknesses

- Teaching is consistently good, but is often very good in Years 3 to 6.
- Teachers' subject knowledge is good and ensures lesson planning is effective.
- Classroom management is very good and enables pupils to learn in a positive working atmosphere.
- Teaching assistants are used very effectively to support pupils so they are fully included in lessons.
- The teaching of pupils with special educational needs is good.
- The assessment system for English, mathematics and science is very good and it is developing well in other subjects.
- Marking of pupils' work does not consistently suggest how pupils could improve their work and presentation.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	9(24%)	15 (41%)	12(32%)	0(0%)	0(0%)	0(0%)

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

11. The quality of teaching has improved remarkably since the last inspection when it was satisfactory overall, with a very high proportion being less than satisfactory. It is now consistently good and, as a result, pupils learn well and quickly. Teaching is particularly good in Years 3 to 6, with one in every four lessons being very good.

12. Teaching in the Foundation Stage is also good and promotes good levels of achievement. As a result, many children reach the expected levels for their age in all areas of learning. The assessment procedures are good and the information gained is used effectively to plan work. Relationships are very good and this helps pupils to have fun while they are learning. Support staff are deployed effectively and make a valuable contribution to children's achievements.

13. Teachers have good subject knowledge and plan lessons very effectively to ensure that pupils of all abilities learn new skills and acquire new knowledge at a good rate. Activities are well structured, interesting and challenging and help pupils to concentrate on what they are doing. The recommended structures of the national strategies for English and mathematics are used well to ensure a good pace to pupils' learning. Teachers have built up very good relationships with their pupils, making them enthusiastic learners who are eager to do their very best. This was clearly seen in an excellent Year 6 English lesson where pupils compared the writing styles of different authors. The good use of resources and challenging questioning to stimulate pupils' imagination and the understanding of different genres enabled pupils to produce good quality written work.

14. The school's assessment procedures are very good in core subjects and good in other subjects. Teachers use careful questioning in lessons to assess exactly what their pupils know. They use this information well to plan work closely matched to individual needs, especially in English, mathematics and science. Precise individual targets are set for each pupil and they are encouraged to evaluate their own progress against the set targets. Pupils' work is marked regularly and is encouraging but does not always give pupils a clear indication of how they can improve.

15. Teachers have high expectations of what pupils can achieve in both work and in behaviour. They manage pupils' behaviour very effectively. They create a calm and purposeful working atmosphere in which pupils learn without interruption. The relationships between the staff and pupils are very good and a very positive ethos for learning has been established. This helps pupils become more confident learners. Staff value pupils' contributions, promote good attitudes to learning and ensure that all pupils in their care achieve well.

16. Teachers and teaching assistants give very good support in class to those pupils who have special educational needs. The teaching assistants have been trained well and the teachers deploy them effectively. Teachers fully brief them about their role in each lesson and this makes for very effective teams that work closely together to improve the level of provision for each pupil. The individual education plans match the work effectively to these pupils' learning needs and they are fully included in all class activities. The quality of teaching for pupils who speak English as an additional language is good. Teachers maximise the opportunities for these pupils to participate in all activities, often in small groups supported by a skilled teaching assistant. Those at the early stages of learning English are supported well both in class and in small groups.

The curriculum

The school provides a good quality curriculum that is enhanced by a good range of extra-curricular and enrichment activities. Accommodation is satisfactory and resources are adequate.

Main strengths and weaknesses

- All pupils are fully included in every aspect of the curriculum.
- Schemes of work are in place for all subjects, which is an improvement since the last inspection.
- Special themed weeks enrich pupils' experiences and extend their knowledge in an interesting and practical way.
- The provision for pupils with special educational needs or English as an additional language is good.
- Teaching assistants are deployed well to match pupils' needs.
- The school library is insufficient to support pupils' learning because there are too few books and access for pupils is inadequate.

Commentary

17. The school provides a broad and balanced curriculum that meets the needs of its pupils and complies with statutory requirements. The curriculum offered to the Nursery and Reception classes is good. It is well matched to the six areas of learning, with a good balance between adult-led activities and those which children choose themselves. There are good opportunities for learning both indoors and outside. The change from a first to a primary school has necessitated changes and additions to the curriculum and resources; these changes the school has managed well. Good induction procedures for the children in the nursery are in place and the school is developing appropriate links with secondary schools as pupils prepare to move to this phase for the first time.

18. The school has adopted nationally recommended schemes of work and has begun a programme of regular monitoring by senior staff to ensure their consistent implementation. There is good provision for personal, social and health education and good links have been made with the school nurse to support work undertaken. Pupils enjoy circle time sessions where self esteem is promoted through a range of activities. Pupils display responsible attitudes in lessons and around school and relationships between pupils are very good.

19. Teachers are developing appropriate cross curricular links. In a Year 6 history lesson there were strong links with both literacy and personal, social and health education, when pupils explored feelings related to being an evacuee during World War 2 in a role play situation.

20. All pupils have equal access to the curriculum. This is a strength of the school's work. The provision and support within the curriculum for pupils with special educational needs are good and the school complies with the requirements of the Code of Practice. The curriculum for pupils with special educational needs is good throughout the school. The work they are given by their teachers is linked to the targets in their individual education plans and is specifically designed to help them achieve well. Pupils are given full access to the curriculum and receive very good quality help from a strong team of skilled support assistants who make a significant contribution to pupils' learning. When working outside the class with teaching assistants, the pupils are engaged in tasks that match the work of the rest of the class but at a level more suited to their specific needs.

21. Special themed weeks, for example the recent science week, motivate the pupils by making the curriculum interesting and relevant. Pupils are taken to museums and on field trips, and the residential visit to the Isle of Wight by Year 5 pupils adds much to their education. The school also provides a good range of extra-curricular activities and makes good use of outside agencies, for example, for tennis and football coaching. A school choir has been formed following the appointment of a specialist music teacher. Pupils who speak English as an additional language are supported well in class and in small groups and they make good progress.

22. Accommodation is satisfactory overall. The school is well kept, cheerfully decorated and is appropriate for delivery of the curriculum. The arrangement of the classrooms means that often people have to walk through whilst lessons are taking place. However, this does not distract pupils from their work. Pupils have access to an outside playground, and there is good outdoor provision for the Nursery and Reception classes. The school library is insufficient to develop pupils' library and research skills. The school recognises this and has plans to develop the library in its programme to facilitate cross-curricular research skills.

Care, guidance and support

The arrangements for pupils' care, health and safety are good. The provision of support, advice and guidance based on monitoring pupils' needs is very good. The school takes good account of pupils' views.

Main strengths and areas for improvement

- Pupils have very good and very trusting relationships with adults in school.
- Health and safety and child protection issues are dealt with efficiently.
- Well targeted support is given to pupils through careful analysis of their needs.

Commentary

23. Teachers and support staff show concern for the well-being of all pupils. This has a positive impact on the pupils' personal development. Parents are pleased with this aspect of the school's work. They feel that one of the reasons bullying is dealt with effectively is because children are confident to tell staff if they are unhappy and know that their views will be listened to. Inspection evidence supports this view. The new school council is enabling pupils to learn about citizenship and is beginning to contribute to the decision making of the school.

24. Child protection procedures are well known to staff and are carefully monitored. The measures taken to promote pupils' health and safety are good. Parents report that the school nurse provides a very good service to pupils seeking advice on personal matters. Very effective use is also made of her expertise in lessons on sex and relationship education. Through the 'Free Fruit for Schools' initiative the pupils have been introduced to aspects of healthy eating, but as more could be done to emphasise healthy lifestyles, the school is working towards gaining recognition as a 'Healthy School'.

25. There are very good methods of assessing and recording how well pupils are learning. The information gained from monitoring pupils' progress is good. It is analysed by senior staff to provide suitably challenging, yet realistic, targeted support for the individual pupil. As a result, pupils know what they have to do to achieve better standards.

26. The school views all incidents of racism or bullying in school as serious incidents and by monitoring these, staff and governors work to eliminate intolerance. In doing so, they create a safe, secure and welcoming place for pupils to learn.

27. Pupils who speak English as an additional language and those with special educational needs are carefully tracked to monitor their progress and to ensure that they are achieving as well as possible. The individual education plans for pupils with special educational needs are well written. They set appropriate, achievable, yet challenging targets and are reviewed twice a term. Liaison with outside agencies is good and the school makes significant efforts to ensure that pupils receive as high a level of care as possible.

Partnership with parents, other schools and the community

The school continues to provide a very good range of information for parents about what their children are doing and learning in school. Good links are forged with the local community. Links with other schools are satisfactory.

Main strengths and weaknesses

- Staff communicate openly and regularly with parents which promotes good relationships.
- The staff listen to parents' concerns and do what they can to help solve them.
- Parents have a very good view of the school and the work it does to support their children.
- Good use is made of nearby places of interest in a programme of educational visits.

Commentary

28. Parents hold the school in high regard. Most believe teachers expect their children to work hard, behave well and make good progress. Their positive views are formed from the very good range of information they are given about the school and its successes. Newsletters are packed with information, articles, stories and reports of recent events, many of which are eye-witness accounts written by the pupils themselves. The prospectus and governors' annual report are equally eye-catching and informative and contain all the information that parents should receive.

29. Reports on pupils' progress are good. They contain straightforward advice about the tasks pupils need to focus on next, primarily in literacy and numeracy. Parents of pupils with special educational needs and of those who speak English as an additional language are kept very well informed of their children's progress. Parents of pupils with special educational needs are always involved in setting new targets for achievement.

30. Good quality liaison with parents, particularly with those whose children need extra support underpins the good teaching in school. Links with the outside agencies who also work with these pupils are purposeful and supportive. Themed events in school such as 'Science Week' successfully engage parents with their children's learning. Friendly staff make themselves available to parents before and after school to pass on information, answer queries or deal with concerns effectively. Induction procedures for the children in the Nursery and Reception are good.

31. The school uses resources within the local community well to extend and enhance classroom learning. These are particularly effective in supporting personal development through, for example, visits from the local fire brigade and from Wimbledon tennis coaches and football players. Good links with the local church foster a positive sense of community spirit, with pupils, parents, staff and governors celebrating the main Christian festivals and taking part in the end of term award giving assemblies. The school maximises the benefits of its location and proximity to the London Underground by taking pupils to famous galleries, museums, palaces, theatres and other places of educational interest. These broaden pupils' horizons by opening up new and exciting learning experiences.

32. Links that the school has with other schools and colleges are satisfactory. The usual exchange visits with local secondary schools take place for Year 6 pupils. The school welcomes a number of willing and keen students from local colleges on work experience whose support is valued in the classroom.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are good. Leadership by the headteacher is very good. Management systems are effective and efficient.

Main strengths and weaknesses

- The headteacher, ably assisted by the deputy headteacher, is a very effective leader.
- Senior staff are very good role models for staff and pupils to follow.
- Good management structures are in place. The professional development of staff is very effective.
- There is a very strong commitment towards inclusion.
- The management of special educational needs is very good.
- Governors know the school well and are rigorous in ensuring it fulfils its legal requirements.

Commentary

33. The headteacher guides the school's work very strongly. He has created an effective team that shares the common aim 'to strive for excellence'. The very good relationships between staff are a key factor in moving the school forward. The headteacher is ably supported by the deputy headteacher who also has a very clear understanding of the work of the school.

34. Senior staff are very good role models for staff and pupils. They show high levels of respect for the views of others and work extremely hard to forge good relationships with pupils, parents and support staff. They have created effective teams that work together closely with a strong sense of purpose. Subject leaders also provide good leadership and are fully committed to raising standards and achievement. They aim for improvements in all areas, particularly in the personal development

of pupils, as they are well aware that without good attitudes to learning the pupils will not achieve well.

35. Management is of a good quality. The transition from a first to a primary school has been managed sensitively and effectively. Despite the many problems that naturally occur in these circumstances the school has not lost its sense of purpose and the determined drive to improve standards has continued. All decisions have focused on what is best for the children and how to improve the quality of education. Well established performance management interviews for all staff by the governors and headteacher, have resulted in a well qualified and confident body of professionals who constantly challenge themselves to find ways to be even more effective in their roles.

36. All Saints' is fully committed to the inclusion of pupils whatever their ability or background in all aspects of school life. All members of the school community are highly valued, respected and encouraged to become involved in a wide range of activities. The headteacher and his staff take a keen interest in the welfare and progress of all pupils. Staff know the pupils very well and always have their best interests in mind when dealing with them. Individual strengths are carefully nurtured and all pupils are constantly helped to improve in personal and academic fields.

37. The special needs coordinator manages the provision very well. She tracks the progress of individual pupils carefully to ensure they are achieving well. All paperwork is kept up-to-date and liaison with outside agencies is very effective. Good quality training for teachers and support staff is arranged to help them understand how best to support pupils with specific difficulties such as dyspraxia and autism. This has helped staff ensure that all pupils can participate in all curriculum areas and achieve well. The provision fully meets statutory requirements.

38. Governors are involved with all aspects of the school well. They evaluate information from the headteacher and staff, from whom they receive verbal and written reports. They have close links with the pupils as each governor 'adopts' a particular class and follows it through the year. This helps to build good relationships with the teachers and gives governors a clear insight into the progress pupils are making. Through such close links they are also able to assess the impact of any new initiatives and judge the effectiveness of their spending. Their regular evaluations of all aspects of school life enable them to provide challenge to the headteacher and senior staff in particular and to all staff generally. A new school improvement plan, after much consultation with all interested parties, is being worked on at present to help move the school successfully forward over the next few years.

Financial information

Financial information for the year April 2002 to March 2003			
Income and expenditure	£	Balances	£
Total income	564,960	Balance from previous year	56,828
Total expenditure	536,802	Balance carried forward to next year	28,158
Expenditure per pupil	2,628		

39. Financial management is secure. Managing the budget through recent times of change has been difficult but has proved to be effective. The school has identified a number of areas for improvement, information and communication technology resources and the outside play area for example, in the next few years and is looking at ways to fund these and still stay within their allocated budget.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

40. Children enter the Nursery at the age of three. Attainment on entry is below that normally found. Provision in the Nursery is good. This is because teaching and learning promote good levels of achievement in very young children in all the areas of learning. In addition, assessment procedures are good. Assessments of what children know and can do are thorough and staff use the information gained effectively to help plan activities to meet individual needs.

41. The accommodation is good and the Nursery and Reception classes have their own designated play areas. Resources are satisfactory and used effectively to help children to become independent, make important choices about their work and learn through a variety of challenging and interesting play activities.

42. Provision is good overall in the Reception class. Teaching and learning are good in all the areas of learning. As a result, most children at the end of their Reception year meet the early learning goals set for them in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development. Staff make the most of the outside areas to extend learning and children can move indoors and outdoors easily and between the Reception class and Nursery area freely.

43. Common features of the good quality teaching and learning observed include:

- good knowledge of the Foundation Stage curriculum and the ways children of this age learn;
- effective teaching methods, use of resources and deployment of adult support so that children achieve as well as they can;
- the development of children's skills, knowledge and understanding, especially their capacity to work on their own or with others;

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The Nursery children are curious and eager for new experiences.
- The development of independence skills is good, particularly in the Reception class.
- Relationships with adults and classmates are good so that there is a harmonious atmosphere.

Commentary

44. There are good procedures to enable children to become independent and make choices about their activities. Tasks are well planned so that learning takes place both inside and outside the classroom. In both the Nursery and Reception, children sometimes choose to play with their classmates or spend time alone. Staff work with all the children by talking to them, modelling the correct language and vocabulary and encouraging them to play together. Many children in the Nursery and Reception have English as an additional language and this good use of correct vocabulary not only gives them good examples, but also increases the words which young children use correctly. In all classes, children behave well and play harmoniously.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children start Nursery with limited skills in spoken language.
- Staff provide good opportunities to develop children's speaking and listening skills.
- Children are encouraged to try out their knowledge in writing at a very early stage.
- The classroom displays and literacy sessions enable children to recognise sounds and to try out words phonetically.

Commentary

45. The Nursery and Reception staff provide many opportunities for children to develop their speaking and listening skills through activities, such as role-play in a 'farm shop' or 'farm yard'. Adults play alongside the children to extend their vocabulary and model conversations and discussions. They use the correct vocabulary that helps all children to develop their communication skills. For example, some delightful learning took place in the Reception class 'on the farm' where children learned how to shear sheep and milk cows. Activities, such as playing in the 'farm shop' and outside in 'the farm', stimulate children to develop their speaking and listening skills. Displays of work in the Reception class, show that children have tried to write their own sentences about farm animals. Some words are spelt correctly; others illustrate simple marks where children have tried to write independently. Throughout the Foundation Stage, children are encouraged to browse through books and tell each other stories from the pictures. Staff also read to the children. Children learn about the sounds letters make and are very proud when they recognise them such as the 'T' in Tuesday. Children arrive at the school with levels of attainment that are well below those normally found in this aspect. The good provision enables children to achieve very well and meet the early learning goals set for them at the end of the Reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good** .

Main strengths and weaknesses

- Teachers plan well and children make good progress.
- There are good opportunities to develop mathematical understanding throughout the day.
- Teachers place emphasis on helping children to count and recognise numbers. They make learning fun.

Commentary

46. There is good emphasis on developing children's knowledge about numbers and counting. Teachers make learning fun when they work directly with the children. In the Nursery, staff encourage them to count the various animals the farmer will have on his farm. Some children know that if they have two sheep and three cows they have five animals altogether. In the Reception class, staff develop the concept of 'one more' and 'one less' by using similar resources. Staff help children to count and recognise numbers in every day situations, for example, during the Nursery snack time when children count how many will have juice, milk or water. In the Reception class, children use information and communication technology to develop and continue patterns of colours and objects. Children make good progress and achieve well. By the time they leave the Reception class, they are on course to meet the early learning goals set for them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of interesting activities to develop knowledge and understanding of the world is provided.

Commentary

47. Provision in this area of learning is good in both the Nursery and the Reception class. The teachers plan activities together and children enjoy many exciting experiences that help them to find out about the world around them. Reception children enjoy playing on the computer often on programmes related to their work in other subjects. In the farm shop, there is an up to date till with real money that makes learning more purposeful. Reception children take part in many activities, such as exploring musical instruments, computer games, sand and water.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children achieve well because staff plan very good opportunities to develop their skills.
- Children have very good access to the outdoor environment and older children have access to the school hall and equipment.

Commentary

48. Staff in both the Nursery and Reception plan very good opportunities for children to develop their physical skills. As a result, children achieve well. Children show increasing control of their bodies. Older children know why it is necessary to warm up before undertaking energetic physical activity and use space well as they move to music. In the Nursery children enjoy repeating activities to improve their performance, for example, when practising throwing a large ball through a net. They enjoy using wheeled toys and show developing dexterity and confidence in steering a tractor round a track. At the same time, they count the ducks on the pond and the cows in the field of their imaginary farm. In the Reception class children take responsibility for putting out equipment and have a basic knowledge of how to work as part of a team. They confidently perform sequences of three related activities, such as dribbling a ball, catching a ball and bouncing a ball without losing control of it.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children in the Nursery and Reception classes are encouraged to use their initiative to enable them to achieve well.

Commentary

49. Children are given opportunities to express and communicate their ideas through their art work, and creative work in design and technology. Creative activities are often linked to other areas of learning. For example, in the Nursery children printed pictures of ducks and counted how many

they had printed. Role-play activities, including dressing up as different characters such as animals in the story book they are looking at, promote good achievement in the use of imagination and communication of ideas. Children receive specialist teaching in music and show real enjoyment in their singing lessons. They can accompany songs quite rhythmically with non-tuned percussion instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- There is a strong focus on attainment and achievement.
- The quality of teaching and learning is good.
- Basic skills are taught well.
- Targets for improvement are set and reviewed regularly.
- Literacy skills are taught well across the curriculum.
- The assessment, monitoring and tracking of pupils' progress are very good.
- The library does not have sufficient resources.

Commentary

50. The results in the 2003 national tests taken by Year 2 pupils were above the national average in reading and average in writing. Pupils currently in Year 2 are also likely to achieve similar results in reading and writing. This year is the first in which the school has had a Year 6 class. Inspection evidence shows that the standards in Year 6 are also above those found nationally. This is because of the school's high expectations of what pupils can achieve and its determined efforts to raise standards. The successful strategies for meeting the diverse needs of pupils mean that all pupils, including those with English as an additional language, pupils with special educational needs and higher attaining pupils, achieve well.

51. Standards in speaking and listening are above the national average in Year 2 and Year 6. Pupils listen carefully to each other and to adults, and respond very well to questions and discussions. This was evident in a literacy lesson in Year 4 when pupils listened intently to poems and discussed confidently how poets built up mood and atmosphere in their poems and evaluated them successfully in terms of language, rhythm and images. Teachers provide many opportunities for whole-class and paired discussions and make activities interesting. As a result, pupils are keen to answer, explaining their ideas in full. They speak confidently and clearly and are happy to perform for a large audience. Reading of a wide range of texts and poetry is used effectively to develop an awareness of the rhythm and reflect various purposes of the spoken word.

52. Standards in reading are above the national average in Year 2 and Year 6. Teachers encourage an enjoyment of books and stories from an early age. As a result of good teaching of basic skills, pupils use a good range of strategies to work out words they do not recognise. By the end of Year 6, pupils read regularly. They undertake a wide range of reading genres and have a good knowledge of their favourite authors. Teachers throughout the school lead perceptive discussions about books read in groups and pupils confidently voice their thoughts and opinions. For example, pupils in a Year 6 lesson read the opening paragraphs of two stories by Michael Morpurgo in small groups. They analysed and compared the ways the characters are described in the texts effectively and shared their ideas confidently. Pupils' achievements in reading are tracked and analysed very effectively to improve standards. Paired reading, where Year 6 pupils read with pupils in Years 2 and 3, develop reading skills well. However, the library provision is not sufficiently developed yet and this means that pupils have limited opportunities to develop their library and independent research skills sufficiently. The school is aware of this and there is a plan in place to organise an effective library provision.

53. Standards in writing are average in Year 2 and above average in Year 6. The school's focus on developing skills in writing and the regular monitoring of writing assessments are having a positive impact on standards. Pupils write imaginatively for a wide range of purposes. Pupils in Years 1 and 2 use simple punctuation correctly and develop ideas in sequence appropriately. Older pupils build

effectively on their writing skills and show good knowledge of grammar. They plan their work well and communicate their ideas clearly. Pupils' spelling is good. The systematic teaching of phonics, together with the practice of learning weekly spellings in all classes, has a positive effect on standards. Handwriting is legible and becomes increasingly joined as pupils mature. However, pupils' presentation skills are not developed well and their work is often untidy. There are good opportunities for writing in all subjects, such as science, history and geography due to very effective cross-curricular planning.

54. The quality of teaching and learning is good, overall. The strengths of teaching are very good planning, effective teaching methods, the encouragement and engagement of pupils and the effective use of resources. Teachers develop pupils' literacy skills well through interesting tasks. This, together with teachers' high expectations and the very good relationships they establish with their pupils, results in pupils working with interest and concentration. Lessons are well organised and the good use of focused questioning ensures the active involvement of all pupils during whole-class sessions. Homework is used well to support and extend learning. Teaching assistants give good support to groups of pupils, and all pupils have equality of access and opportunity to the curriculum. However, marking of pupils' work is not consistent in promoting good presentation skills and suggesting strategies for improvement.

55. The subject is managed very effectively by the headteacher and the deputy headteacher at present as the newly appointed subject leader does not take up the position until September. The curriculum is enriched well by visiting authors, storytellers and school productions. Assessment procedures are very good and used very effectively for monitoring and tracking of pupils' progress. This contributes well to pupils' achievement as their individual needs are identified and effective action is taken to help them learn well. Information and communication technology is used well to support literacy skills.

Language and literacy across the curriculum

56. The National Literacy Strategy has been implemented well. Teachers provide a structure for the systematic development of pupils' reading, writing, spelling and speaking and listening skills across the curriculum and this supports pupils' learning in all subjects effectively. Some good examples of pupils' writing for a range of purposes across the curriculum were seen, including the use of information and communication technology. For example, pupils wrote an article on 'Peace' following the study of the biographies of Mahatma Gandhi and Martin Luther King in PSHE lessons. Additional literacy support, by teachers and trained teaching assistants, where needed, leads to improved standards.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are above the national average.
- The quality of teaching is good so pupils achieve well.
- The subject is well led and managed.
- Assessment procedures are very good and are used effectively to raise standards.
- Pupils have good attitudes to their work.
- Appropriate links with other subjects are not always identified and planned.

Commentary

57. Standards in the 2003 national tests taken by Year 2 pupils were well above the national average. Pupils currently in Year 2 are also working at levels above those found nationally. Many pupils are reaching standards that are higher than expected. As this year is the first in which the

school has had a Year 6 class, it is to their credit that the standards in Year 6 are also above those found nationally. Pupils achieve well in all aspects of mathematics including investigational work. Their understanding of number and their mental arithmetic skills are strong and enable them to complete work accurately, quickly and confidently. The good quality curriculum, based on the National Numeracy Strategy coupled to good quality teaching are the main factors in the pupils' successes in mathematics.

58. The good standards reached are the direct result of good teaching that pupils receive as they move through the school. One third of the lessons observed were very good. In these good and very good lessons teachers had high expectations of their pupils and set work designed to challenge pupils of all abilities. They created a positive working environment and insisted on high standards of work and behaviour at all times. This resulted in pupils learning at a good rate, as they could concentrate without interruption. Support assistants are used very effectively to help pupils achieve well. They are well briefed before lessons and give very good support to the pupils they work with, especially those who have special educational needs. Sometimes they work with groups outside the lesson in an adjacent room. This is particularly effective as the work they do with the pupils is carefully tailored to their specific needs and gives them more confidence.

59. Pupils thoroughly enjoy their lessons. They are eager learners and proud of their many achievements. The majority successfully complete work assignments at school and those set as homework. In the most successful lessons, where the teachers have good pupil management skills, behaviour is very good and leads to a calm and peaceful working atmosphere in which all pupils can flourish and produce good quality work.

60. The subject is well led and managed by a skilled and enthusiastic teacher who clearly identifies areas for improvement. The quality of teaching and learning is closely monitored to identify areas for development and teachers' planning is checked carefully to ensure that the subject is taught to the correct depth. Good quality resources have been introduced to support teaching as the school has developed to accommodate pupils in Years 4, 5 and 6. The profile of the subject was successfully raised by a mathematics evening for parents that was well attended. They appreciated being shown the various methods of addition and subtraction used through the school and felt the evening was a great success.

61. The very good procedures for assessing pupils, tracking their progress and setting appropriate targets are effective in raising levels of achievement. The data collected is used effectively to identify any groups or individuals who are not making good enough progress so that they can be given additional support. The results of national and other tests are also carefully analysed to highlight any areas of strength or concern. Problems written in words and measures were identified as aspects needing improvement and steps have been taken to remedy this. There has been a good improvement in mathematics since the last inspection. The quality of teaching has improved and standards in Year 2 have risen.

MATHEMATICS ACROSS THE CURRICULUM

62. The pupils' skills in mathematics are sometimes used in other subjects of the curriculum but their inclusion is not always planned and often happens by chance. When such links are made they prove useful, making learning more relevant and helping pupils reinforce their skills and understanding in mathematics. For example, pupils measure in science lessons and draw tables and graphs of their findings.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Teaching in Years 3 to 6 is very good and as a result pupils achieve very well.
- A strong emphasis on investigative science enables pupils to develop appropriate enquiry and investigative skills through first hand experience.
- The science curriculum is enriched through science week activities.
- The subject leader is well-informed and provides good leadership and management.
- Teachers use questions well to extend and challenge pupils' thinking about scientific predictions.
- Pupils do not always present their work well in science.

Commentary

63. Standards at the end of Years 2 and 6 are good. This is an improvement since the last inspection and 2003 national tests for pupils in Year 2. At that time, standards were below average. The school identified in its school improvement plan, the need to place greater emphasis on pupils' investigative and enquiry skills in order to raise overall standards. Many examples of investigative work were observed during the inspection reflecting the success of developments in this area. Pupils understand the need to carry out fair tests and to make predictions.

64. The quality of teaching is good overall. It is very good in Years 3 to 6. Teachers take account of the full range of learning needs, including those of pupils with special educational needs or with English as an additional language. The best teaching observed is characterised by good pace, high expectations and an interesting way of presenting the work through provision of appropriate, but limited resources. Very good questioning techniques checked pupils' current knowledge and helped to develop their understanding. In a Year 4 lesson on friction, pupils' answers were valued and, even if incorrect, were carefully corrected to prevent misunderstanding and enable effective learning to take place. Probing questions in a Year 5 lesson on reversible and irreversible changes and good use of 'talking partners', helped pupils to use scientific vocabulary well when explaining their understanding. Teaching assistants give good support to pupils with special educational needs enabling them to play a full part in lessons. Teachers are developing appropriate cross-curricular links. For example, in a Year 2 lesson emphasis was placed on speaking and listening and on writing skills, when pupils were preparing descriptions of physical differences. Pupils undertake an appropriate range of recorded work, although standards of presentation are not well developed for a significant number of pupils.

65. The subject is led and managed well by an enthusiastic teacher. There are clear plans to increase the range and quantity of resources available particularly for investigative work. Science is promoted well through additional activities, such as the recent science week where parents and pupils enjoyed undertaking a range of scientific investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good improvement in provision and standards since the last inspection.
- The quality of teaching and learning is good. Pupils achieve well.
- Pupils have good attitudes to their work.
- The subject is well led and managed.
- Pupils' keyboard skills are weak.

Commentary

66. At the time of the last inspection, the provision was judged to be unsatisfactory as there was insufficient time spent teaching the subject and teachers' knowledge and understanding of the subject were weak. These weaknesses have been resolved by developing three small computer suites and purchasing 'a bank' of laptop computers and more software. Training has been provided for teachers in how to use the resources effectively. All pupils now have regular access to information and communication technology resources and are achieving well. The standards attained by the end of Years 2 and 6 are now similar to those found nationally. However, some of the resources are now aging and are no longer very reliable. This sometimes makes teaching and learning difficult and the school has an effective plan in place for improving the provision.

67. Despite the problems with resources the quality of teaching is good. Training has improved teachers' skills and understanding, making them more confident in their teaching. This has resulted in the pupils learning more effectively as new work is explained to them simply and clearly. Teachers manage their pupils very well and create a positive working atmosphere in which pupils can concentrate and learn effectively. As there is not room for a whole class to work in a suite at the same time, teachers often use their support assistants most effectively to work with half the class on an allied task, whilst the others are using the computers. For example, in a good Year 2 lesson, the pupils in the suite were using the Internet with their teacher to find out about a seaside town and the remainder of the class worked on their own maps of a seaside location in the classroom with the support assistant. Both groups made good progress in the lesson.

68. Pupils thoroughly enjoy information and communication technology work and are very proud of their efforts. Throughout the school, pupils have good attitudes to their learning, concentrate hard and work well together. They share tasks fairly and often give each other good support when difficulties are encountered. Pupils can explain in detail the work they have completed.

69. Pupils' keyboard skills are relatively weak and few pupils are able to type text at an acceptable rate or use the keyboard functions effectively. This frustrates them and limits their output in the allocated time. Activities designed to improve these skills are not always included in the current curriculum plans.

70. The subject is well led and managed by a teacher who has a good overview of the provision and clear ideas for future developments. She has worked very hard to keep the system up and running and knows its limitations. Standards are successfully monitored as teachers keep a careful record of pupils' achievements to show exactly what they are able to do.

Information and communication technology across the curriculum

71. Although information and communication technology is used on occasions to support work in other subjects, there is still scope for improvement. Extending the use of information and communication technology in other subjects is an area identified by the school for further development. At present, links are not always identified or planned to help pupils improve their learning in both information and communication technology and the other subjects. Some useful links are made in subjects such as English, mathematics and science. Pupils use their word processing skills to write for a range of different purposes. A good example of this is the persuasive writing in Year 5 to entice people to visit a ski resort that included text and imported pictures. CD ROMs and the Internet are used in Year 3 to research aspects of science such as the planets. In mathematics, the pupils use calculators and create databases on the computer, choosing the most appropriate way to display their findings.

HUMANITIES

72. History and geography were sampled. Two lessons of history and one of geography were observed, and pupils' work and displays around the school were scrutinised. There is insufficient evidence to make an overall judgement about provision in these subjects

73. The curriculum for history and geography ensures that pupils cover a satisfactory range and variety of topics. In **history**, pupils in a Year 6 lesson had a good understanding of the issues facing an evacuee during World War 2. Good links were made with literacy and personal, social and health education, as pupils were involved in a role-play to explore the feelings of evacuees. In a Year 4 lesson, pupils gained a clear understanding of the differences in the lives of rich and poor people in Tudor England. Pupils were encouraged to use subject specific language, for example 'yeoman' and 'inventory', and were provided with a limited but appropriate range of resources to support their learning. Pupils enjoy their work in history and are developing good enquiry skills through the examination of evidence, such as photographs of the Second World War. The presentation of pupils' work is not always satisfactory.

74. In **geography**, staff make good use of visits to the local area to enhance pupils' knowledge. A residential visit to the Isle of Wight gives them a good understanding of the features of a contrasting area. Good use is made of the pupils' own rich and diverse cultural heritage to help them compare their life in Britain with that of children in other countries. Appropriate links are made with other subjects, particularly science, when they explore where various natural materials are found in the world. Younger pupils learn to make simple plans of their classroom and of the school. A limited range of resources, including video material, books and some artefacts are available for history and geography. The presentation of pupils' work is weak.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. One lesson was observed in each of art, design and technology, music and physical education during the inspection. The evidence stems from talking with pupils, as well as teachers' planning, pupils' work and displays around the school that were scrutinised. There is insufficient evidence to make an overall judgement about provision in these subjects

76. In **art and design** pupils enjoy taking part in an interesting range of activities. Displays show that pupils experience sketching, drawing and painting. For example, they sketched pictures of famous people, using different media and techniques. They study paintings of rural and urban landscapes by famous artists and explore the different ideas, methods and approaches used by these artists in their own work. There are good links with other subjects, such as drawings of the human body in science and of Greek vases in history. There are good assessment procedures and they are being used appropriately to track pupils' progress.

77. In **design and technology**, pupils are gaining experience of a range of techniques and materials. They are developing the expected skills through designing, making and evaluating a variety of products, such as moving toys and wheeled vehicles. Food technology is well represented. In Year 6, pupils learn about structures and the use of techniques for reinforcing and strengthening them, using suitable materials. In the lesson seen, activities were well planned and resources were used well and, therefore, a good pace of learning was maintained. Pupils were clear about what they had to do because of good quality explanations and demonstrations by their teacher. Assessment procedures are well developed and are beginning to be used effectively to track pupils' progress.

78. Evidence shows that all aspects of **music** are taught. All of the teaching is by a skilled music specialist who follows a good scheme of work that incorporates a wide variety of music styles from around the world. Pupils always listen to music as they come in to assemblies, are told about the piece and the composer and often about the instruments being played. They sing tunefully in assemblies and the choir is particularly skilled in its ability to convey the mood and emotion of different songs. In the past year, pupils also have had the opportunity to sing and play instruments in

concerts. The older pupils presented a Christmas Carol Concert in the local church and the younger pupils performed 'Holy Joe'. Parents report that these were very well received by the audiences. The choir also sang carols to local elderly residents. As a useful addition to the provision there is tuition in guitar and piano for those pupils who request it. Pupils enjoy the opportunities they have to listen to and perform music and are keen and eager to participate in activities.

79. Teachers' plans show that **physical education** is taught to all classes in the school and all aspects are covered, including outdoor and adventurous activities. Pupils learn to swim and the majority can swim 25 metres confidently. A specialist football coach from a local club visits regularly to teach football skills to Years 2 to 6 and run an after school club for other pupils to attend. The residential school journey for pupils in Year 5 to the Isle of Wight gives them many opportunities to take part in adventurous activities in a safe environment. It also gives them the experience of learning to live together away from home.

80. This is the first year that the school has had Year 6 pupils and this means it was not previously able to participate fully in local sporting activities. That said, last year the school had a good measure of success in a local competitive football competition. Links with Wimbledon Tennis Club for coaching has proved to be most successful. As well as improving pupils' tennis skills generally, two pupils have been awarded coaching scholarships to help them become even more proficient. The school has two sports days each year, including the one day in the nursery. These are well attended by parents and carers. Some parents help with the complex organisation and they report that many join in the adult races with great enthusiasm.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. Only two lessons were seen and, therefore, no judgements could be made about the overall provision. The school has developed a comprehensive programme for personal, social and health education. This programme includes, raising awareness of the use and abuse of drugs, sex and relationships education, as well as helping pupils to learn how to stay safe in and out of school. Pupils' understanding of alcohol, tobacco and drug misuse is extended in science lessons. Assemblies promote good personal development and 'circle times' provide opportunities for pupils to discuss and raise issues that concern them. The school council activities enhance pupils' learning in this curriculum area as they involve them effectively in decision making. Pupils take on responsible roles in the school community and this helps them to understand the importance of their contribution to it. The religious and ethical teaching in assemblies and personal, social and health education lessons enables pupils to consider moral issues and prepares them for a life as citizens in society as a whole.

Inspection judgement**Grade**

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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