

INSPECTION REPORT

HOLY TRINITY C OF E (AIDED) PRIMARY SCHOOL

Wimbledon

LEA area: Merton

Unique reference number: 102665

Headteacher: Mrs Nikki Morgan

Lead inspector: Keith Sadler

Dates of inspection: 6 – 8 December 2004

Inspection number: 267060

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
Gender of pupils:	Mixed
Number on roll:	199
School address:	Effra Road Wimbledon London
Postcode:	SW19 8PW
Telephone number:	020 8542 1591
Fax number:	020 8545 0818
Appropriate authority:	Governing body
Name of chair of governors:	Mr Graham Lea
Date of previous inspection:	22 March 1999

CHARACTERISTICS OF THE SCHOOL

Holy Trinity is an average sized primary school. There are 176 pupils on roll plus 46 part-time children in the nursery. The school is located in a residential area of south Wimbledon and serves both the parish of Holy Trinity, for which half the school roll is reserved, and the immediate vicinity of the school. Pupils come from a mainly affluent socio-economic background. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils whose first language is not English is high. Children's attainment on entry to the school is well above that found nationally. The percentage of pupils on the school's register of special educational needs is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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10611	Martin James	Team inspector	English Special educational needs Art and design Design and technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holy Trinity is a highly successful school. It is **very effective** and provides **very good value for money**. Since the last inspection, the school has extended its provision to include Years 4, 5 and 6 and it has changed from being a first to a primary school. The expansion has been managed very well and the quality of education has improved. Teaching is very good and encourages very good learning and achievement. The new headteacher has made an excellent start in the term she has been at the school and has already had a very positive influence and built on the work of her predecessor well. She is already providing very good leadership. Governance is good. There is a very good ethos for learning and all pupils feel included in the rich range of activities provided. The impact of all these factors leads to very high standards.

The school's main strengths and weaknesses are:

- Standards are very high.
- The pupils' attitudes, their behaviour and personal development are all very good.
- The quality of teaching and learning is very good.
- Homework is used outstandingly well to reinforce and extend learning.
- The good curriculum is very effectively enriched by visits, visitors and extra-curricular activities.
- The leadership of the headteacher is very good.
- Some children in the reception class are not challenged enough to develop their literacy skills.
- Governance is good overall, but health and safety procedures are not monitored systematically and followed up rigorously.
- Management is very effective and the school runs smoothly.
- The provision for pupils with special educational needs is very good.

The school has shown very good improvement since the previous inspection. The provision for children in the reception class has improved, though there remains a need to provide greater challenge for these children in the area of communication, language and literacy. The provision for pupils with English as an additional language is now effective. Attendance is above the national average. The provision for the pupils' personal and social education has significantly improved and pupils have very strong social skills. In addition, the strategic management of the change, from a first to primary school, has been highly effective resulting in very good quality provision and very high results for pupils at the end of Year 6.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	n/a	n/a	A*	A
mathematics	n/a	n/a	A*	A
Science	n/a	n/a	A*	A*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

N.B. n/a = not applicable as 2004 was the first year that the school had pupils in Year 6.

Pupils achieve very well in relation to their ability. Children enter the school with well above expected attainment levels particularly in the area of communication, language and literacy. They

make satisfactory progress overall in the Foundation Stage and almost all children attain the expected goals with many significantly exceeding them. Pupils' achievement is good in Years 1 and 2 and by the time that they reach the end of Year 2 standards are well above the national average in reading, writing and mathematics. Pupils continue to make good progress, achieve very well in the junior years and, by the time that they leave the school, standards are very high. The A* means that the school's results are in the top five per-cent of results nationally. Standards are generally at least above the national average in most subjects and pupils excel in a wide range of musical and sporting activities. Pupils with special educational needs and those that have English as an additional language progress very well.

Pupils' personal qualities and spiritual, moral, social and cultural development are very good. Their attitudes to learning and to each other are very good. Their behaviour is very good and the pupils thoroughly enjoy their school and learning. The school has nurtured outstanding confidence and self-esteem in the pupils, and they thrive on the many opportunities for them to be enterprising and to take responsibility. The school has an inclusive ethos which helps the pupils to have very positive attitudes. Attendance is well above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The **quality of teaching** and learning is very good with almost 60 per cent of lessons seen being very good or better and over 80 per cent being at least good. Teaching was good overall in the Foundation Stage and in Years 1 and 2, and was best in Years 3 to 6 where it was very good with some outstanding lessons. Pupils learn very well because the teachers have outstandingly high expectations of what pupils can achieve and their lesson plans are very good. As a result, the pupils' capacity to work independently and collaboratively is outstanding. Teachers use homework exceptionally well to support, reinforce and extend learning. The curriculum is good and there is a very good range of opportunities to enrich the curriculum particularly in musical and extra-curricular activities. Learning support staff make a very good contribution to the educational provision. Overall, the school has satisfactory arrangements in place for the pupils' care and welfare. Support, advice and guidance for pupils are very good. Pupils' education is aided by the very good links that the school has with the parents, other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The new headteacher has built on previous successes very well and has already made a positive impact. Subject leadership is very good. The teamwork within the school is very strong. The school ensures that all pupils are included in activities. Governance is good, with governors having a very good understanding of the school's strengths and weaknesses, though there is a weakness in that health and safety arrangements are not dealt with systematically or with enough rigour. Financial management is secure and the school runs smoothly. There are very good self evaluation processes in place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and they have positive views. In particular, they say that their children love attending the school and they make good progress. They also think that the teaching is very good and the school is well led. Pupils are very proud of their school and have a love of learning.

IMPROVEMENTS NEEDED.

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

- Ensure that children in the reception class are challenged sufficiently in reading and writing activities.

- For staff and governors to be more systematic and rigorous in carrying out health and safety procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the Foundation Stage achieve satisfactorily. Virtually all reception children achieve the goals expected and a significant proportion are on course to exceed them this year. Pupils in Years 1 and 2 achieve well and attainment in Year 2 is well above average in reading and writing, and very high in mathematics and science. Continued very good progress means that achievement by the end of Year 6 is very good and standards in English, mathematics and science are outstandingly high.

Main strengths and weaknesses

- Standards are very high at the end of Year 6.
- Standards are very high in mathematics and science and are well above average in reading and writing at the end of Year 2.
- Pupils achieve well in Years 1 and 2 and very well in Years 3 to 6.
- Pupils with special educational needs achieve very well.
- Pupils who have English as an additional language and are at an early stage of English language acquisition achieve very well.

Commentary

1. There has been significant improvement in standards since the last inspection. In recent years in national tests, Year 2 pupils' attainment has been generally well above average both in comparison with all schools nationally and similar schools. In the 2004 tests, results were outstandingly high in mathematics with the school gaining results which are in the top 5 per cent nationally, for similar as well as for all schools nationally. All the pupils gained the nationally expected level in writing and mathematics and only one pupil did not gain the expected level in reading. The proportion of pupils gaining the higher level was broadly double the national average except in mathematics where 64 per cent of the pupils gained the higher level against a national expectation of 20 per cent. This positive picture of high attainment is evident in the current Year 2, with pupils performing at well above nationally expected levels. These pupils are achieving well and they make good progress in learning.

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

Standards in:	School results	National results
Reading	18.1 (17.8)	15.8 (15.7)
Writing	17.2 (17.1)	14.6 (14.6)
Mathematics	19.2 (17.8)	16.3 (16.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

2. Since the last inspection the school has expanded on a year-on-year basis, moving from a first to primary school. The first cohort of Year 6 pupils to take the national tests did so in the summer of 2004. Results in these tests show that standards were very high. Not only did the pupils achieve very high standards in comparison with all schools nationally in all three subjects of English, mathematics and science, they attained very high standards in comparison with similar schools using all available measures. These outstanding results show the very good achievement and progress that pupils make through Years 3 to 6 in test subjects. All

pupils gained the nationally expected level in all subjects and the school gained broadly double the proportion of pupils attaining the higher level than found nationally. Inspection findings confirm these excellent standards. Currently in Year 6, standards are outstandingly high in English, mathematics, science, French and are well above average in ICT. Pupils achieve very well throughout Years 3 to 6 and make good progress. In the summer of 2004, the school used non-statutory tests for pupils in Year 4 and they showed that over two thirds of these pupils were attaining nationally expected levels for pupils at the end of Year 6.

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

Standards in:	School results	National results
English	30.3	26.9
mathematics	30.3	27.0
science	31.9	28.6

There were 22 pupils in the year group. There are no available results for the previous year as 2004 was the first year that the school had Year 6 pupils on roll.

3. Children begin the nursery year with well above average skills. They make good progress in the nursery year but progress slows in the reception year. Overall children's achievement is satisfactory and virtually all should reach the standards expected in all areas of learning, and many children should exceed them by the time they start Year 1.
4. In the past three years in National Curriculum tests, results at the end of Year 2 show that boys attained significantly higher standards than girls in reading, writing and mathematics. There is no significant difference evident at present in any of these areas either in the current Year 2 class, or in Years 3, 4 or 5.
5. The test results at the end of Year 6 show how successful the school is in its provision for pupils with special educational needs. All pupils gained the nationally expected levels in English, mathematics and science. Pupils with special educational needs achieve very well due to the very good support provided, and the focussed and well-conceived individual education plans prepared for them.
6. The school has shown good improvement in the areas that were identified as weaknesses in the last inspection. Since the last inspection, standards in personal, social and emotional development for children in the reception year have improved. Standards attained by pupils who speak English as an additional language have also improved. Currently there is no difference in standards attained by pupils who speak English as an additional language and those that have English as their first language.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development is also very good. It is supported very well by the school's particularly effective spiritual, moral, social and cultural education and good personal, health and social education. Pupils' attendance at school is very good.

Main strengths and weaknesses

- There has been very good improvement in the personal, social and emotional development of children in the reception class.
- Behaviour and attitudes are often outstanding during whole school events such as worship.

- Pupils are very proud of the school and engage enthusiastically in, and talk animatedly about, the many activities that are provided.
- Pupils' willingness to be enterprising and to take responsibility is excellent.
- Pupils display exceptional levels of confidence and self-esteem.

Commentary

7. Children in the nursery and reception classes make a good start to their school lives. They understand most classroom routines but call out occasionally in their eagerness to please their teachers. They build good relationships with adults and with other children, and with pupils in the rest of the school. Their progress towards achieving the early learning goals in personal, social and emotional development is good. They reach above average standards. This area has improved significantly since the previous inspection when it was found to be unsatisfactory in the reception class.
8. Pupils display consistently very good attitudes and behaviour in their lessons and around the school. There are very few incidents of inappropriate behaviour. On occasions, such as assemblies and a very high quality performance of the Nativity by pupils in Years 1 and 2, pupils' behaviour and attitudes were outstanding. A feeling of spirituality was tangible in the hushed atmosphere. The respect shown to the younger pupils was admirable, as was the spontaneous applause and appreciation shown by members of the audience.
9. As a result of the very good ethos created by the staff, pupils feel included in the life of the school. They and their parents show enthusiasm for the school. Pupils recall with great eagerness their residential visit to an 'out of doors' activity centre. They have pride in the presentation of their work, and they understand that hard work will bring them success. Around the school pupils are calm, and show very good behaviour, independence, and self-discipline. At playtimes pupils relax and play together safely without fear of bullying or harassment. Older pupils look after and befriend younger children. Pupils value each other's differences and contributions in the classroom. An example of this was seen during a history lesson in Year 5. The lesson sought to develop pupils' awareness of the issues that arose when immigrants arrived in Britain in the nineteen-sixties. The teacher drew sensitively on the personal knowledge that a pupil had gathered from his family's experience. Pupils are always polite to adults, and their relationships with staff are very strong. These show a considerable improvement since the last inspection.
10. Pupils' ability to show initiative is exceptional. Pupils are very enterprising and take responsibility willingly. The work of the school houses and the school council is of a very high quality and offers all pupils opportunities to develop self-determination and team work. For example, in their houses pupils decide on a charity to sponsor during Lent. Pupils set the agenda for school council meetings, and show great maturity in the way they recognise other people's feelings, and respect adults who work at the school; for example, when they debated ideas for the way forward in supervision of school meals.
11. Pupils take part in class assemblies, which they share with parents, and in productions, such as the play "A Midsummer Night's Dream". These events have a significant impact on pupils' personal development. They enable pupils to develop confidence and self-esteem in a particularly effective way. When discussing whether it was hard to perform in front of an audience, one pupil commented to an inspector, 'If you've been at this school as long as I have you get so used to it, it doesn't bother you at all.'
12. The school takes particular account of pupils' spiritual, moral, social and cultural development. This ensures their personal development is very good. Spirituality is evident within the work of the school. A Christian ethos pervades and the symbolism in the school hall ensures pupils enter assemblies knowing this will be a time for quiet thought and reflection. The ringing of the school bell adds to a feeling of reverence. Pupils learn about, and have respect for, the celebrations and beliefs of all faiths. This was seen in a high quality assembly led by the vicar. The vicar helped pupils explore their understanding of the Jewish festival of Hanukkah.

13. Pupils know the difference between right and wrong, which is strongly reinforced through pupils discussing and developing school values and rules. Pupils accept willingly meaningful responsibilities to support adults and their class-mates. Clubs and residential trips make certain that pupils bond together in a common purpose. Visits and sports tournaments give pupils an appreciation of history, art and sport. The school undertakes visits and welcomes visitors to give pupils effective practical experiences of a wide range of other cultures, and to prepare them very well for the cultural diversity of modern Britain. This aspect of the school's work, is very good and has improved since the previous inspection.
14. No pupil has been excluded during the last three years.
15. Attendance levels are well above average. This is a very considerable improvement since the last inspection when level of pupils' attendance was unsatisfactory. There had been no internal procedures to emphasise the importance of punctuality and good attendance. This is not now the case. Procedures for monitoring attendance are very strong and they are understood very well by parents. Unauthorised absence is controlled very well.

Attendance in the latest complete reporting year 2003-2004 (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education based on very good teaching and a good curriculum which is enriched very well by a wide range of additional activities. Care, guidance and support are satisfactory overall and links with parents, other schools and the community are all very good.

Teaching and learning

Teaching, learning and assessment are all very good.

Main strengths and weaknesses

- Teaching is very good in the nursery and Years 3 to 6 and it is good in Years 1 and 2.
- Homework is used outstandingly well, particularly in Years 3 to 6, to reinforce and extend learning.
- Teachers have very high expectations of what the pupils can achieve.
- There is a need for staff to lift their challenge for children in the reception class, particularly in reading and writing activities.

Commentary

16. The quality of teaching and learning are strengths of the school. There has been a significant improvement in the quality of teaching since the last inspection when there were some weaknesses. These have been removed and inspection findings are that overall, almost 60 per cent of teaching seen was very good or better and there were no unsatisfactory lessons. Teaching and learning are most effective in the nursery class and Years 3 to 6 where it is very good. Teaching is good in Years 1 and 2 and it is satisfactory in the reception class.

17. Overall, the quality of teaching and learning is good in the Foundation Stage. It is stronger in the nursery than in the reception year, where more needs to be done to challenge children especially in aspects of literacy. The quality of teaching shows a considerable improvement since the last inspection when there was some unsatisfactory teaching. Planning is good and well grounded in national guidelines and it often ensures that good links are made between the different areas of learning. In both year groups, the learning support staff are very effective and provide very good support for pupils with special educational needs and those whose first language is not English.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (8%)	20 (50%)	10 (25%)	7(17%)	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.

18. Teaching is good in Years 1 and 2. It is very good in Years 3 to 6, where there are many examples of very good teaching with over three quarters being very good or better. Very good and outstanding lessons feature very high expectations by teachers who set high quality tasks which provide well planned opportunities for all pupils to make rapid progress at their own level. This was evident in an outstanding Year 6 science lesson where the teacher captivated the pupils when studying reflection of light. In this lesson, the very good planning led to a range of activities which were pitched at the right level to both excite and engage all the pupils. As a result, pupils responded very positively and they made very good gains in their knowledge and understanding. A further very good feature of teaching is the way in which staff set activities for pupils to collaborate and learn together. This was evident in most subjects and in most year groups. Pupils' very well developed speaking and listening skills are constantly used to good effect by teachers setting open-ended problems and tasks that enable pupils to work very well together.
19. The use of homework is an outstanding feature of the teaching and learning, particularly for pupils in Years 3 to 6. Homework is used systematically throughout the school to broaden and deepen pupils' understanding in subjects right across the curriculum. Teachers mark homework, and other work, very well and pupils are encouraged to undertake sophisticated project work which supplements and complements the work in lessons. This, too, is a key reason why pupils achieve so well, particularly in Years 3 to 6.
20. The teaching provided for pupils with special educational needs is very good. Pupils are given appropriate targets for improvement, and these are used well by both teachers and teaching assistants to provide a suitable range of activities and tasks. This applies particularly to the groups set up for the teaching of mathematics. Pupils are keen to participate. They are given much well-directed support by adults, and this helps them to achieve very well in relation to the targets set for them.
21. Assessments procedures are good in the Foundation Stage and are very good throughout the rest of the school. Teachers assess pupils very well to check how well pupils are doing in most subjects. Teachers are accurate in assessing pupils' attainment and this information is used very well to follow pupils' progress and to set targets for the future. Teachers use a variety of strategies to help pupils keep targets in mind. These include writing them on the inside cover of books, sellotaping group targets to the desk tops and displaying them in the classrooms.

The curriculum

The school provides a good broad and balanced curriculum that is very well enriched and that ensures that all pupils have the opportunity to learn and make good progress. Accommodation and resources are good.

Main strengths and weaknesses

- The breadth of curricular opportunities is good.
- Opportunities for curriculum enrichment are very good.
- Provision for pupils with special educational needs is very good.
- The school is developing the curriculum well by making good links between subjects.
- Very good use is made of specialist teachers in French and music.
- There is a need to adjust the programme for the teaching of swimming.

Commentary

22. The curriculum is of good quality. The school provides a broad range of worthwhile curricular opportunities. The curriculum follows the recommendations for children in the Foundation Stage and planning for Years 1 to 6 is based on national guidelines and is thorough. Statutory requirements are met with the exception of swimming in Years 3 – 6, though there are plans in place to make changes from the current provision which is to provide swimming for children in the reception year and Years 1 and 2. There have been significant changes in the curriculum since the time of the last inspection, not least to ensure that the curriculum has developed to accommodate pupils in Years 4, 5 and 6. The school has managed this process very effectively. There have been very good improvements in the curriculum for Foundation Stage children. There was significant criticism at that time of the curriculum in the reception year. This is now of good quality. There were also weaknesses in the curricular provision for pupils who speak English as an additional language. All the children who are at an early stage of English language acquisition are in the nursery, reception and Year 1. These children's needs are catered for very well and care is taken to ensure that they have both specialist support and are included in the wide range of activities provided.
23. Curricular provision for pupils with special educational needs is very good. Individual education plans are provided for pupils, and overall these are of good quality. They provide pupils with most suitable targets for improvement, and pupils are very keen to achieve these targets. Considerable care is taken to ensure that the work provided for pupils is closely suited to their needs, and particularly good use is made of the setting arrangements in mathematics for this purpose. This allows pupils to be taught in groups, where they receive the most appropriate support and advice. Teachers and teaching assistants work well together, and they complement each other well in their support. These pupils are involved in the full range of school activities, they are most happy to participate and they relate well to other pupils.
24. The school is developing the curriculum further by making very good links between subjects and through using specialist teachers. During the inspection, there were good examples of linking science and English and history with ICT. Special weeks are held during the school year to enhance learning; these include book, science and 'healthy school' weeks. The school employs specialist teachers for French and music, as well as a very wide range of visiting teachers for instrumental lessons.
25. A very good range of activities are used to enrich the pupils' experiences. The school makes extensive use of visits to enrich learning. Recent visits have included trips to the National History Museum and the National Gallery. There is an annual residential trip which supports learning in many subjects. Theatre groups have visited the school on several occasions, and pupils have taken part in musical events in the Royal Albert Hall and Southwark Cathedral.

There is a very good range of after school activities; these offer pupils good experiences in sport, the arts and other areas of the curriculum.

26. There is a good number of teaching staff to meet the needs of the curriculum. The learning support staff make a very valuable contribution to the pupils' learning and are pivotal to the school's success. The accommodation is generally good and spacious. A new building, consisting of two classrooms and the ICT suite to accommodate the change from being a first school to a primary school, provides very good accommodation.

Care, guidance and support

Arrangements for the pupils' care, health and welfare are satisfactory overall, though there are some areas that need attention. Pupils receive very good advice and guidance that is based on the careful monitoring of their performance, and very good account is taken of their views.

Main strengths and weaknesses

- Pupils are well supported on a personal level.
- Governors have not ensured that all new staff receive training in the school's child protection procedures when they join.
- Induction arrangements for all new pupils are very good.
- Health and safety and safety procedures are not sufficiently rigorous.

Commentary

27. Staff know the children well and take careful account of their individual needs. Relationships are very good and there is mutual respect between adults and pupils. This promotes an atmosphere in which pupils feel happy, safe and secure and is reflected in the confidence with which they approach staff and their positive attitudes towards school.
28. Inspection evidence supports the parents' positive views about the school's procedures for helping new pupils settle in. Nursery children regularly 'visit' the reception class and are introduced to wider school life by attending some assemblies and events such as the infants' nativity play. This ensures that they settle quickly and make early progress. Arrangements for pupils who join at other times are also well considered; they ensure that these pupils and their parents are comprehensively introduced both to the school and its expectations, and to the other children and staff.
29. Very good assessment procedures in the core subjects allow attainment to be carefully monitored and enable effective academic advice to be given. Analyses of pupils' work are made regularly and the resulting information used to set targets and to determine those individuals who need extra support. This contributes strongly to all pupils' achievement.
30. Pupils' views are taken seriously and valued well. A very good range of strategies, such as a school council and questionnaires, exist for seeking pupils' opinions. Pupils state that staff listen carefully and respond positively to what they have to say in lessons. This good practice helps boost pupils' self-esteem and gives pupils a feeling of belonging and of ownership of the school. Pupils are very well involved in their own target setting; this contributes very positively to their learning and standards of achievement.
31. Though there is some sound health and safety practice, such as regular checks of all apparatus and equipment, procedures in general are too informal. For example, there are no systems for ensuring that all key personnel and other staff receive regular training in health, safety and welfare, and that all health and safety issues are properly followed through. Neither is the school proactive enough in identifying potential hazards.

Partnership with parents, other schools and the community

Links with parents are very good. Links with other schools are very good, and those with the wider community are very good.

Main strengths and weaknesses

- Parents have positive views about most aspects of the school.
- Pupils' reports are not of a consistently good standard.
- The school receives very good support from a well-organised and active parent teacher association.
- Many parents are actively involved in supporting their children's education and in the life of the school.
- Parents' views are valued.
- Very good links with the local and wider community have a beneficial impact on the pupils' attainment.

Commentary

32. Most parents are happy with the school. They state that it is well managed and the teaching is good. They like the fact that their children are expected to work hard. They feel that their children make good progress in an orderly and purposeful environment. They say that their children are happy at the school because they are made to feel welcome and are treated fairly. Inspection evidence supports parents' positive opinions.
33. Some parents say they are not kept well informed about how their children are progressing. Inspection evidence only partially supports this view. Consultation meetings are held for parents in the autumn and spring terms and an open evening in the summer. Teachers are always willing to talk to parents about their children's progress after school or by appointment in the evening. Apart from the reception class, pupils' reports give details of progress in all areas of the curriculum. Reports are generally informative though only the best give very clear details of the children's attainment in English and mathematics. As well as details in the prospectus, class teachers hold meetings at the start of every school year to inform parents about topics to be covered and how they might help. Curriculum meetings and special events such as 'books week' give parents further opportunities to learn about what and how their children learn; many attend such occasions conscientiously and to the benefit of their children.
34. The school is very committed to the principle of 'partnership' and actively encourages parents to become involved in their children's learning. Very good home-school links are established in the nursery by encouraging parents to sit in on sessions and to share books with their children. This is continued in the reception class where very useful guidance enables parents to listen effectively to their children reading at home. As a result, many parents hear their children reading at home on a regular basis, and this contributes to the high standards achieved at the school. In addition, parents make a major contribution by helping in classrooms, assisting on trips, giving talks and participating in special events. A thriving parent and friends association also provides valuable support. The association raises funds for such things as improvements to the grounds and the purchase of equipment, and for books for the benefit of all the pupils. Members also help by participating in special projects such as the reorganisation of the library.
35. Very good account is taken of parental views from the parents' association, parent governors and a regular open forum with the headteacher; this serves to strengthen home school links. For example, after consultation with parents, arrangements for the end of the school day were altered to suit parents' needs. The school's web site was set up following parental requests.

36. The school has very strong links with many local schools and other organisations. These are used very effectively to enhance pupils' learning. Religious, dramatic and charitable links are especially good and contribute greatly to pupils' creative and personal development. They illustrate the well-rounded approach the school takes on achievement. Its commitment to the local community is illustrated by its partnership with the Roehampton Institute; the school provides places for the training of student teachers. In addition, the school provides work experience of a high quality for secondary school pupils.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good. The governance of the school is good, and the governors' understanding of the school's strengths and weaknesses is very good. The leadership and management by other key staff is very good. The overall quality of leadership and management has improved since the previous inspection.

Main strengths and weaknesses

- The headteacher provides very good leadership and has a very clear vision for the continued development of the school.
- The headteacher is very well supported by the deputy headteacher, and other members of the senior management team, in all aspects of the running of the school.
- The role played by the governors is good, and their involvement in all planning and monitoring activities is improving.
- Financial management by all concerned, including the headteacher, the governors and the administrative officer, is very good.
- Subject managers provide very good overall leadership for their subjects, and their understanding of strengths and weaknesses within subjects has contributed well to the high standards achieved.
- The school makes very good provision for equal opportunities for all pupils, as it does for those with learning difficulties.

Commentary

37. The overall quality of leadership and management by the headteacher is very good. Although she has only recently joined the school, she already leads and manages the school both efficiently and effectively, and her strong leadership gives the school a very clear educational direction. She has successfully continued the work of the previous headteacher by contributing to the very good level of improvement that has taken place since the previous inspection. The headteacher is very well supported by the deputy headteacher, and other members of the senior management team, who play a full and active part in all aspects of school life, especially in relation to performance management. They have also contributed effectively to the smooth development of the school into a primary school catering for pupils up to age 11. Staff are committed to making further improvements. However, the school improvement plan provides little detailed information about these, and the school recognises the need to significantly develop this document.
38. The aims of the school are well reflected in the work of the school. There is a most positive Christian ethos founded on very good personal relationships. Staff are particularly committed to the principles of inclusion. All pupils are fully involved in all activities, and are allowed to achieve as well as they can.
39. Governors successfully fulfil their statutory duties, although there is a need to bring more rigour and to be more systematic in managing health and safety processes. Overall the governors' involvement in the running of the school is good, and they, like their teaching colleagues, have contributed very well to ensuring that the move from a first to a primary school has been successfully and smoothly managed. The chair is fully involved in many aspects of school life, being very supportive of the new headteacher and her staff. The members of the various sub-committees take their responsibilities most seriously. Governors are frequent visitors. They are very committed to carrying out their monitoring roles in their particular areas of responsibility, such as those relating to literacy, numeracy and the school's provision for pupils with special needs. This is an improvement since the previous inspection and this involvement has led governors to a very clear understanding of the school's many strengths and its few areas for development.
40. The overall leadership and management of other members of staff, in their particular areas of responsibility, are improved, and are now very good. The subject managers play a strong role in monitoring pupils' work, with those for English, mathematics, science and ICT studying samples of work and observing lessons. They are therefore fully aware of the standards being achieved in subjects, the quality of teaching and areas for possible development. Subject managers relate well to colleagues; they provide advice and support, and complement

colleagues well in the overall curricular and teaching provision. They have contributed well to the high standards now evident.

41. The management and provision for pupils with learning difficulties by the special educational needs coordinator, who is also the headteacher, are very good. Pupils are identified quickly, through a variety of procedures, and placed on the special needs register. Pupils are provided with individual education plans, which set suitable targets for improvement. These plans are reviewed regularly, with new targets being set if appropriate. The co-ordinator also keeps extensive and detailed records, and the progress made by the pupils is carefully checked. Links with parents and outside agencies are also developed well for the overall benefit of the pupils. Financial management in the school is very good, and expenditure is efficiently formulated and monitored by the governing body. All funds are carefully matched to the established priorities. There are clearly defined routines, which enable the headteacher and governors to monitor the deployment of resources. Best value principles are used well when measuring improvements in the standards being achieved, and when purchasing resources and services.
42. Day-to-day financial management and administration are very good. Good use is made of ICT to maintain financial control and accountability, and this administration effectively supports the smooth running of the school. Routine administrative procedures operate efficiently and unobtrusively. The school's administrative staff give very good support to both headteacher, teachers and pupils, and they relate well to parents and other visitors.
43. Taking into account the use of available resources, the quality of teaching and learning, the standards achieved and the progress being made by pupils, and the income that is received, the school gives very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	587,000	Balance from previous year	3,000
Total expenditure	582,000	Balance carried forward to the next	8,000
Expenditure per pupil	2,770		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

This school has two classes that cater for children in the Foundation Stage, a nursery class and a reception class. Together they form a small unit within the school. Both classes have access to separate, very well equipped outside play areas. Currently, the reception class caters for 18 children who have become, or will be five during the period from September 2004 to February 2005. In January, more children will come into the reception class as older nursery children move up to join them. The places in the nursery will then be filled by a new group of three year olds. Currently, 20 per cent of children in the nursery do not have English as their first language. These children are very well supported and are learning to speak English very quickly. They are confident. All children starting at the school receive a 'home visit' and this supports their smooth transition to school.

Foundation Stage provision has improved well since the last inspection when some unsatisfactory teaching in the reception class was reported. Teaching in the reception class is now satisfactory although more needs to be done to challenge children especially in aspects of their communication, language and literacy work. There have been considerable improvements to provision in personal, social and emotional development which was criticised heavily in the previous report. Standards in this area are now good. The accommodation for these young children has also improved considerably both inside and out.

The Foundation Stage is led and managed effectively by the nursery teacher. A shared policy document has been established and joint planning between the nursery and reception class teachers and the nursery nurses takes place. It has been recognised that the curriculum planning for the reception class requires further attention so that it can provide sufficient structure and challenge for children, especially the more able. This is particularly noticeable in lessons that focus on developing reading, letter formation and writing skills.

Children achieve satisfactorily in the Foundation Stage overall. Children's attainment as they start school in the nursery is well above average in all areas. They are exceeding, almost without exception, the anticipated 'Early Learning Goals' in every area of learning as they enter Year 1. However, their overall standards are above average rather than well above average, as they were when they entered the nursery, because the challenge for the more able children has not received sufficient attention. Teachers and other adults working with the children ensure the correct emphasis is placed on developing learning alongside providing the appropriate amount of adult support to enable this to happen.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All adults provide very good role models. They know the children and their parents very well.
- The organisation of the classrooms and daily routines encourage independence and provide ample opportunities for discussion.

Commentary

44. Teaching and learning are good overall. Teaching is very good in the nursery and satisfactory in reception. Children achieve well overall in this area and reach above average standards. Their attainment is beyond the 'Early Learning Goal' as they enter Year 1.
45. In the nursery the teacher and other adults are very clear about what it is children need to learn. They focus on developing children's social skills alongside every aspect of each area of learning. An exciting range of self-initiated and teacher led activities are very well planned and enable children to further develop their personal skills in many different ways. Children learn how to relate to one another and to adults in a very wide range of stimulating situations such as cooking, decorating Christmas cards and working in a Post Office. Children need no prompting to find out about the interesting activities that are provided for them. They are eager to explore. In reception, children build successfully on their previous experiences in the nursery. They are given a secure and calm learning environment and are keen to participate, especially in 'Santa's workshop'. Considerable effort is put into teaching them how to approach a rich assortment of experiences. They generally behave well although on odd occasions their enthusiasm means they call out and find it hard to wait their turn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are missed opportunities in the reception class to challenge children so they develop their reading, letter formation and writing skills to higher levels.
- Role-play areas have a very wide variety of high quality equipment to stimulate communication skills.

Commentary

46. Teaching is good overall and children achieve satisfactorily. Children achieve well in the nursery because teaching is very effective. It takes account of the well above average standards of language acquisition that children have as they begin their schooling. Children with English as an additional language are very well supported and quickly join in conversations. Teaching inspires children to want to learn, to listen and to talk. The classroom provides a wealth of opportunities for children to do this as they discuss with adults and one another. They handle books competently and begin to learn to read and listen to stories. They are very keen to try out early writing skills.
47. In the reception class teaching is satisfactory and promotes sound achievement overall. The teacher and other adults ensure there are very stimulating activities that promote high levels of conversation; children's use of vocabulary is impressive. In particular, very good use is made of role-play areas to strengthen the children's vocabulary. This is supported by the good questioning of children by the staff in these areas. Children make good attempts to sound out words and know their letter sounds. They attempt to have a go at writing a 'letter' to Father Christmas, but their letter formation is not secure and insufficient attention is paid to breaking the bad habit of writing capital letters in the middle of words. Children are encouraged to read. They recognise some key words but there are missed opportunities to challenge more able readers in order to take their learning forward more quickly.
48. Displays in the classrooms record exciting events and children enjoy looking at them and discussing them. They show how teachers put time and effort into providing all the children in the Foundation Stage with valuable and varied experiences such as the nurse visiting. All

are purposeful activities that are undertaken to stimulate conversation and broaden children's experiences. As children enter Year 1 their attainment is beyond the anticipated levels of the 'Early Learning Goals'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan stimulating activities that include interesting counting and sorting games.
- There are very good quality resources to support practical activities.
- Small group activities, such as cooking, encourage the development of the language of mathematics.

Commentary

49. Children throughout the Foundation Stage take part in well-structured, practical activities that promote their awareness and understanding of the value of numbers. Staff also encourage the children's mathematical development through good questioning that helps to extend the children's mathematical language when involved in other activities such as cooking. Children achieve satisfactorily overall. Teaching is good overall. It is very good in the nursery and children achieve well. Teaching is satisfactory in reception and children's achievement is sound. This ensures that all children reach, and then go beyond, the anticipated standards in this area by the end of the reception year. Very good teaching in the nursery means there are detailed plans to make sure that the children learn successfully and respond well to the tasks they are given. Assessments provide clear guidance to ensure that lessons extend children's knowledge with a wealth of well-focussed tasks. Children are very confident in naming shapes and readily described the 'Three Kings' parcels as triangles, rectangles or squares. They also 'delivered' letters to the correct houses by matching the numbers and shapes on the envelopes to the numbers and shapes on the doors.
50. In the reception class, games focussed on wrapping toys for Christmas; they caught the children's enthusiasm and encouraged them to use language connected to shapes successfully. They 'played' in Santa's workshop and prepared different shaped parcels after estimating the amount of paper that they would need. Above average knowledge of addition and subtraction was clearly evident when children programmed the movements of a toy robot. They understood how to estimate; for example, they could make very reasoned suggestions about how many lengths of the robot it would take to travel a specified distance. They clearly understand the value of numbers and talked knowledgeably about requiring more or less.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Stimulating activities are very well planned to support the full range of aspects in this area.
- Quality discussions in small groups take place with the teachers, nursery nurses and other adults. These help children to find out much more about the world.
- Additional opportunities, such as visits and visitors, support this aspect of learning very effectively.

Commentary

51. Teaching and learning are good overall and achievement is satisfactory. Teaching is very good in the nursery. In the nursery it develops children's confidence well and promotes and broadens their awareness and knowledge of the world around them so they learn and achieve well. Children recently visited the fire station and drew on their experiences as they acted out the role of fire-fighters in their play. A visit to a doctor's surgery and a visit to the class by a paramedic contributed a great deal to learning and stimulated the children. These activities increased children's knowledge of the locality and the jobs people do. One particular feature of the teaching is the way that the adults enhance the children's learning through high quality small group discussions about topics being taught. Such discussions are also a feature of other activities. For example, children developed an understanding of different materials and the effect heat has on them as they described ingredients and made Christmas cakes.
52. In the reception class children achieve satisfactorily because teaching is sound. Children are given ample opportunities to work at the computer both independently and with help. This is an improvement since the last inspection. Children explore successfully Christian beliefs and the faiths of other people. This ensures the requirements of the locally agreed syllabus are met. An understanding of past events and the children's place in them is encouraged. Construction sets are of a good quality and are used with a purpose in mind. Children design and make Christmas cards showing advanced skills when using equipment. They take great care when decorating the cards. The teacher makes certain the water tray provides opportunities for free exploration as children use sieves to collect unifix cubes from glittery water. A display shows children have explored how some objects float and some sink. Overall achievement is satisfactory in this area and standards are above those expected by the 'Early Learning Goals' as children start Year 1.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Opportunities for climbing and developing awareness and control of the body are very good.
- Outside facilities to support physical development are of a high quality.
- Children's skills in balancing and in manipulating small objects are well developed.
- Children in reception go swimming every week.

Commentary

53. Teaching, learning and achievement are good in this area in both classes. Standards have progressed well beyond the 'Early Learning Goals' as children start Year 1. Children's ability to balance and use their bodies on large apparatus is very secure. Children can hold and manipulate smaller items such as paint-brushes and glue sticks correctly and skilfully.
54. Teaching is very good in the nursery and good in reception. Teachers ensure that the outdoor environment is used at every opportunity to promote the development of physical skills. Large climbing apparatus is available. Children explore, climb and develop their spatial awareness. Bikes, and other toys are available for children to ride in the secure outside play area. Children often play throwing games that increase their hand-eye co-ordination very effectively. Reception children are taken to the local leisure centre every week to swim and this has a significant and beneficial impact on their physical development.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- A wide variety of creative experiences are offered.
- Teachers plan well for different role-play scenarios and 'small world' play that stimulate children's imagination.
- A range of different art equipment and resources of high quality are introduced to the children.
- Musical opportunities offered to nursery children help them to reach very high standards in this aspect.

Commentary

55. Children are taught well in this area in reception and teaching is of a very good quality in the nursery. Children learn and achieve well in both classes and, as they start Year 1, are attaining standards that are well above the Early Learning Goals. In both the nursery and the reception classes children are given many opportunities to dress-up and play imaginatively. They create fire-engines out of large play equipment and use 'small world' equipment to create scenes that they discuss with their helpers in the nursery. In reception they dress up as helpers who help Father Christmas, and have great fun delivering parcels on their bikes. Discussions with the nursery nurse add considerably to the children's achievement.
56. The artwork in the classrooms reflects the attention given to this area of the curriculum. Displays are colourful and celebrate the many different types of activities that take place. In both classes children develop skills in using colour and experimenting with different shapes and textures. This is because teachers and other adults not only encourage children to be independent and give them numerous opportunities to explore for themselves, but also encourage work in small groups where individual children can be supported. For example, nursery children produced very detailed drawings of poppies to commemorate 'Armistice Day'. Children in reception are given ample opportunities to paint, draw, model, use collage materials and sculpt. Musical opportunities are made available frequently to the children. In the nursery, the teacher's expertise ensures that the children reach the very highest standards as they sing along to familiar songs and rhymes contributing loudly or softly with great confidence.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in all aspects of the subject are well above average at Year 2, and very high at Year 6. Based on their prior attainment pupils' achievement is good in Years 1 and 2, and very good in Years 3 to 6. Standards have improved significantly since the time of the previous inspection.
- The quality of teaching and learning is good in Years 1 and 2, and very good in Years 3 to 6, and all teachers make particular allowance for pupils to develop their speaking skills.
- The use made of literacy in other subjects of the curriculum is very good.
- Pupils' attitudes and behaviour are very good, with many really enjoying tackling the range of tasks presented.
- The role played by the subject manager is very good.

Commentary

57. In the national tests in 2004, at Year 2, standards were well above the national average in reading and writing, and at Year 6 - the first year in which the school had had a Year 6 - the standards were very high. The pupils performed well when compared with similar schools. Inspection evidence shows that these high standards are being maintained.
58. In speaking and listening at Year 2, pupils listen attentively to their teacher and to each other, and their responses show that they have a clear understanding of what they have heard. Most answer clearly and confidently, often providing extended answers. They successfully use a range of most appropriate vocabulary, to add detail to their comments, and many develop their ideas carefully and thoughtfully. At Year 6, pupils listen carefully in a variety of contexts, including teacher instruction, class discussion and drama. Most pupils are articulate speakers, who provide detailed answers, explanations and arguments. They speak clearly, put their points confidently and concisely, and use a very extensive vocabulary. In discussions, they respond most appropriately to the comments of others.
59. In reading at Year 2, most pupils read texts fluently and accurately, with clear understanding. They introduce suitable expression into their reading. In discussing their books, pupils readily refer to the text, clearly expressing opinions about the contents. They show a secure understanding of phonics, as well as having an extensive sight vocabulary. Most pupils confidently find information in books, readily using contents pages and indexes to help them. At Year 6, most pupils read with fluency, accuracy and evident enjoyment, introducing much expression. They talk confidently about what they read, making very appropriate reference to characters and events in the stories. They identify key events and themes, and use relevant information to support their views. Pupils regularly use reference books to find information; they have mastered the skills of skimming and scanning to help this process.
60. In Year 2, pupils successfully write factual information, sometimes in the form of news, and imaginative writing in the form of stories and poems. Many pupils produce extended pieces of writing which are often clear and logical. Good use is made of vocabulary to bring writing to life. Capital letters, full-stops and other forms of punctuation are generally used correctly, and pupils' spelling is usually accurate. Where there are inaccuracies, the words are always phonetically acceptable. The handwriting of many pupils is neat, legible and of a consistent size, with most pupils beginning to join letters appropriately. At Year 6, pupils successfully write for a variety of purposes and audiences. They place great emphasis on the use of items such as adverbs and adjectives to add detail to their writing, and they successfully employ various forms of punctuation. Pupils' work is regularly sustained into longer pieces of writing, and most effective imagination, interest and depth is introduced, through the use of lively and thoughtful vocabulary. Most pupils join their letters in a clear, legible and fluent handwriting style.
61. The quality of teaching and learning in Years 1 and 2 is good, and this is helping all pupils, including those with special educational needs and English as an additional language, to achieve well. In Years 3 to 6, where the teaching is challenging, and often inspiring, and where pupils rise most successfully to the challenges presented, they are able to achieve very well. Teachers throughout the school have very good subject knowledge, and this is an improvement since the last inspection. Lessons are suitably planned and organised, and in particular, very good use is made of assessment, to ensure that pupils are provided with work that suits their particular needs. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they provide pupils with chances to speak, often at length, which helps them to develop these skills. In Years 3 to 6, drama activities are used well, for this purpose. Teachers are most careful to provide appropriate reading books for pupils, and all pupils have books suitable to their needs. Older pupils are encouraged to tackle quite difficult texts, and this greatly benefits their reading skills. Pupils are provided with appropriate opportunities to read, and suitable support and encouragement is provided by teachers and teaching assistants. Pupils are keen to read, and they are proud of their achievements. They are most keen to talk about their favourite books and authors.

62. Teachers throughout the school provide a good range of writing activities for pupils, and they also provide detailed help and support for them; for example, with encouragement about the sort of vocabulary to introduce, and the punctuation to use. Many of the topics provided for pupils in Years 3 to 6 are both interesting and challenging, and this greatly develops their enthusiasm. Pupils respond most appropriately to the opportunities provided, and they work well for extended periods. Very good relationships are developed between teachers and pupils, and teachers encourage and praise pupils at every opportunity. Pupils' attitudes to English are very good. They work well on their own, and in groups when required, and they work hard to complete the work set. Most pupils are keen to produce a neat and careful standard of presentation in their books, especially in relation to handwriting. Teachers regularly add helpful words of advice and praise to pupils' work, and the quality of the best marking is outstanding.

63. The subject manager supports her colleagues well with advice when necessary, and on occasions she observes lessons to see for herself the standards being produced in the classroom. She is keen, enthusiastic and a very good practitioner, and through studying samples of pupils' work, and their performance in the national tests, she is able to identify any minor weaknesses in their knowledge and skills. In this way she has contributed well in maintaining the current high standards, and her leadership role is very good. She is currently looking at ways to help ensure that boys and girls perform equally well.

Language and literacy across the curriculum

64. The school is keen to develop pupils' language and literacy skills, both within English and in other subjects of the curriculum. Significant amounts of writing are produced; for example, in history, geography and science, and these subjects are used very well to enhance pupils' literacy skills. Much use is also made of ICT; for example, in word-processing pieces of work. Pupils are also provided with regular opportunities to develop their speaking skills in many curriculum areas. This use of literacy in other subjects is an improvement since the previous inspection.

FRENCH

Provision in French is **very good**.

Main strengths and weaknesses

- Pupils achieve well, thoroughly enjoy lessons and make very good progress.
- The quality of teaching and learning are very good.
- Standards are very high.
- The curriculum is broad and balanced and there is very good provision for developing speaking and listening, reading and writing skills.

Commentary

65. French is taught to all pupils from Year 2 for one hour each week by a specialist visiting teacher. The teacher, although unqualified, as a native French speaker has excellent subject knowledge and she manages the pupils very well. This leads to pupils achieving very well in lessons and attaining very high standards.
66. In an observed lesson in Year 3, pupils were learning responses to '*Comment ca va?*' The rapid series of introductory activities to build vocabulary helped the pupils to build well on previous knowledge. Their speaking skills were very good; their vocabulary was broad and their grammar was accurate. Almost all pupils were able to respond appropriately and well in response to questions from the teacher, and were secure and confident enough to speak out clearly. The lesson then moved on to build on pupils' understanding of colours with some new colours being introduced. Pupils responded well to the new challenge, learning the French words for new colours rapidly. The clever teaching provided a good context for the learning, helped the pupils to assimilate their learning and to achieve very well. By the time that they reach Year 6, pupils are knowledgeable and skilled. They are able to speak in long and complex sentences which are grammatically correct; for example, when they talk about daily routines. The pupils were able to respond in French in whole sentences and were able to talk to the whole class about their routines for the day speaking confidently and using the target vocabulary very effectively.
67. In the three lessons seen, two were very good and one outstanding. Planning is very good, and the teacher ensures that there is a very wide range of short activities that successfully build on the pupils' skills and knowledge. In each lesson pupils are given activities that cover

speaking and listening, reading and writing. One particular strength lies in the teacher using French for much of the lesson, particularly for pupils above Year 3. In the Year 6 lesson, the teacher spoke in French throughout. This commenced with the register being taken wholly in French. She immediately captured the pupils' interest and enthusiasm and the fierce pace of the lesson meant that the pupils concentrated well and they responded with thorough enjoyment throughout the lesson.

68. The curriculum for French is based on a commercial scheme and is full and broad. The subject is led well by the visiting teacher and the subject makes a strong contribution to the overall curriculum provision and standards in the school.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Test results are very high at the end of both Year 2 and Year 6.
- Teaching is very good and teaching assistants contribute very well in lessons.
- The subject leader is very effective and has supported very good improvement since the previous inspection.
- Mathematics is used well in other subjects and contributes significantly to the outstanding competence displayed by the oldest pupils.

Commentary

69. Standards are very high. 2004 was the first year that the school entered Year 6 pupils for National Curriculum tests. Results were in the highest five per cent nationally and were well above average in relation to similar schools. All pupils reached the expected level and of these over half went beyond it. The school exceeded its own, challenging targets. Test results at the end of Year 2 in 2004 were graded as being in the highest five per cent nationally. They were also very high in relation to similar schools. All Year 2 pupils reached the expected level and the number exceeding that level was well above average. The very high results at Year 2 reflected an improving trend over the last three years. Pupils start Year 1 with above average standards. They make good progress in their learning and achieve well in Years 1 and 2. In Years 3 to 6, pupils' achievement is very good enabling them to attain very high standards. Very productive teaching ensures every pupil is challenged constantly in order to help them reach their full potential. Girls and boys do equally well. Lower attaining pupils, those with English as an additional language and the small number of pupils with special educational needs are very well supported and this means they too achieve very well.
70. Overall the quality of teaching and learning is very good. It is, however, stronger in Years 3 to 6 than in Years 1 and 2. Relationships between teachers, teaching assistants and pupils are very good in all classes. This makes certain that all pupils are very confident and willing to contribute. Any mistakes are used profitably to take learning forward. Very good quality questioning by both teachers and teaching assistants checks pupils' understanding and helps them to think more deeply. In Years 3 to 6 the strengths in the teaching include lesson planning of high quality, which fosters very purposeful learning situations. Introductions to lessons, aid the development of mental skills, and are very productive as demonstrated in Year 3 when pupils worked with multiples of four. The main part of a lesson seen with upper ability pupils in Years 5 and 6 on classifying quadrilaterals was especially challenging and thought provoking. The teacher took account of the different ways in which pupils learn and this made certain that all the pupils in the group reached well above average standards. The last part of this lesson was especially effective as pupils acted as the teacher and worked in a question and answer session, which served to reinforce their learning. In Years 1 and 2

overall good teaching is ensuring very high standards but in some lessons the work rate is slower because introductions to the main part of the lesson take too long.

71. Leadership and management are very good. The co-ordinator has a very thorough understanding of the strengths and weaknesses in provision across the school. The action plan for the subject is well constructed and comes as the result of a very close analysis of data that measures each pupil's progress very closely. The actions suggested to improve individual standards are presented clearly and are very productive. They make sure that intervention programmes are available to those who need them. Monitoring and evaluation of the teaching of mathematics is securely embedded in the work of the school and the capacity for continued success and improvement is secure. The school has made very good progress since the previous inspection. Assessment strategies and teaching have improved. Teaching was satisfactory; it is now very good. The leadership and management of the subject have also improved significantly.

Mathematics across the curriculum

72. Work in pupils' books shows developing strengths in the understanding of number and the application of number in a variety of ways in different subjects. For example, Year 2 pupils turn word problems involving money into written addition and subtraction sums. The ability to use graphs and charts to represent data is developed very well; this was seen in a Year 4 lesson. This means pupils are able to use their highly developed mathematical skills, alongside their ICT skills, in other subjects as they record information gathered in a variety of ways. For example, they can input data to a spreadsheet and extract information from it. Pupils in Year 5 produced spreadsheets that helped them to work out the budget for an imaginary party. The link made between mathematics and science is also very strong; for example, when pupils found the average pulse rates of their class-mates both before and after exercise.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are exceptionally high.
- The quality of teaching and learning is very good.
- Pupils love lessons and thoroughly enjoy the practically based work.
- The curriculum is very good and includes very good programmes to study the lives of scientists.
- Subject leadership is very good.

Commentary

73. There has been significant improvement in standards since the last inspection. Very good teaching, linked to a very good science curriculum, enables pupils to attain outstandingly high standards by the end of Year 2 and Year 6, and to achieve well throughout the school. National test results at the end of Year 6 in 2004 show that standards were very high, both in comparison with all schools nationally and similar schools. All pupils gained the nationally expected level and 18 of the 22 pupils gained the higher level. The school focuses very well on pupils being scientists and provides a very good range of practical investigative work that is systematically taught. For example, in a very good Year 2 lesson, pupils were making electrical circuits to test their predications and record observations. The pupils were able to build circuits using two devices. They have a strong understanding of how simple circuits work, and many pupils were able to provide good explanations of why circuits will or will not work.

74. By the time that they reach Year 6, pupils have an outstanding knowledge and understanding of scientific investigation and their knowledge, across all three aspects of the science curriculum, is deep and full. In an outstanding Year 6 lesson, pupils were investigating reflected light. Pupils were using protractors to check and measure the angle of reflected light, and they were able to describe how and why light is reflected when using mirrors. Many pupils were able to complete an extended task in which a series of mirrors were used. The teacher, who constantly prompted pupils with very good questions, drew the class together and asked if the pupils could make a general statement about the angle of reflected light. One pupil said 'the angle of the reflected light is symmetrical with that on the opposite side.' The teacher then asked the pupils to tell her the relationship between the angle of the light hitting the mirror and the reflected light. One pupil replied 'when light hits a reflected object at an angle the light will reflect off at about the same angle.' This sophisticated understanding of a difficult scientific concept demonstrates how the pupils are able to draw conclusions from the challenging tasks set. Their responses, prompted by the teacher, were always logical and precise.
75. The quality of teaching and learning is very good. This is a further improvement since the last inspection when teaching and learning were found to be satisfactory. In the lessons seen, the quality of teaching was always at least very good. Teachers plan lessons very well making sure that the work is practical, investigative and relevant to the pupils' levels of understanding. Teachers question pupils very well and this makes them think. As a result of the teaching, pupils thoroughly enjoy science. They collaborate very well on the work set, listen carefully and build on each other's ideas as they work systematically through the lessons.
76. The curriculum for science is very good and is a further key reason for the high standards. The work is based on national guidance but has been supplemented and adapted to meet the needs of Holy Trinity pupils by the very knowledgeable subject co-ordinator. The study of the life of scientists is an unusually strong feature of the curriculum, with much of this work being achieved by pupils as part of a systematic programme of homework. Pupils' extended writing of the lives of scientists, which are always relevant to the work currently being studied, helps to contextualise and further capture pupils' interest in the subject. As a result, many of the pupils state that they would like to be scientists when they grow up.
77. Subject leadership is very good with the co-ordinator offering support, guidance and challenge to the teachers throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Standards are well above national expectations and pupils achieve well.
- The quality of teaching and learning is very good.
- Teachers plan lessons well so that ICT is invariably used to support learning in other subjects.
- Leadership and management are very good.

Commentary

78. Pupils attain well above average standards at the end of both Year 2 and Year 6. This marks a considerable improvement since the last inspection when standards were found to be in line with national expectations. The youngest Year 1 pupils are able to load programs, make good use of the keyboard including the shift key and spacebar, and can input information; for

example 'I went to the Natural History Museum.' They thoroughly enjoy lessons in the ICT suite, whether led by the student or the class teacher. They concentrate well, help each other and make good progress. Pupils achieve well throughout the school and by the time that they reach Year 3, their word-processing skills are strong and they are able to create high quality computer-generated paintings; for example, when in a very good lesson, they were learning the story of Babushka. All the class were able to fill in colours, develop backgrounds and, make use of the brush, spray and colour options. These pupils then went on to save their work and to import it into a word-processed document. In undertaking this work, pupils achieved well above expected levels of attainment. Pupils continue to make good progress and achieve well as they move up the school. Year 4 pupils can create databases into which they input information gathered from pupils in Year 3. They showed well above expected levels when manipulating the database to introduce new fields. Year 5 pupils have a very good understanding of spreadsheets. They can use a spreadsheet to plan a budget for a 'Monster's Party' using formulae to do calculations in it. This is work that is well above the nationally expected level.

79. The quality of teaching and learning in ICT is very good. Teachers have good subject knowledge, support pupils well and are clear about what is to be learned in lessons. One particularly strong feature of the teaching and learning is the way that teachers ensure that any ICT work that they set supports learning in other subjects. This helps them to provide relevance for the pupils and helps them encourage pupils to want to learn more. A very good example of this was in a Year 6 lesson, where pupils were using a graphics package to organise and refine a presentation linked to work on Ancient Greece. In this very good lesson, the teacher began with a very well prepared presentation which, as well as demonstrating the techniques to be taught, provided a sharp and well-presented introduction to the objectives of the lesson. Pupils learned very effectively. They created slide shows, adding sounds both from the Internet and from a library of sound clips. The most able pupils were extremely skilled in inputting data rapidly, and were highly competent in using the mouse to manipulate their way through the drop down menus. The teacher supported the pupils very well in this lesson, and, as in other lessons, questioned them well and provided excellent explanations demonstrating very good subject knowledge. The result of the lesson was work of outstanding quality and standard, with almost all pupils being highly aware of features such as colour, font and ease of use to develop maximum impact. Their work was prepared with great awareness of audience and purpose.
80. The curriculum for ICT is of good quality and meets statutory requirements. The subject is very well led and managed by a very knowledgeable subject leader. Resources are particularly good. The suite provides a very good learning environment, there are high quality machines in each of the classrooms and a further mini-suite is available for Year 4, 5 and 6 pupils in an area adjacent to their classrooms.

Information and communication technology across the curriculum

81. This is a particular strength. ICT is used very well to enhance learning across most subjects and teachers ensure that ICT work is planned to support learning in most units of work across the curriculum.

HUMANITIES

82. The structure of the school's curriculum planning and teachers' timetables during the inspection meant **history** lessons could be observed and this subject is reported fully. However, it was not possible to observe **geography** lessons and therefore no judgements can be made about overall provision in this subject. **Religious education** is to be inspected separately in the coming term.

83. Work in **geography** was sampled and discussions were held with pupils. The evidence gathered from these sources suggests that pupils are likely to be working above the anticipated levels and their standards are above average. Indications are that the curriculum coverage is at least satisfactory and that the subject makes a good contribution to raising pupils' cultural awareness. Year 6 pupils recall with enthusiasm visitors and visits that have contributed to their learning.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are above average throughout the school.
- Provision has improved well since the last inspection.
- History makes a very strong contribution to pupils' personal development.
- Teaching is good.
- Pupils develop literacy skills effectively in history lessons.

Commentary

84. Standards in Year 2 and Year 6 are above average. Pupils' achievement is good throughout the school. There has been significant improvement since the previous inspection both in terms of standards attained and the quality of the provision. The quality of work, both written and oral, shows pupils reflect on and consider how they can find out things about the past in a variety of ways. For example, they are able to extract and remember detailed information from televised re-enactments of societies in the past. This was seen as pupils considered the life-styles of the Ancient Greeks in Year 6 and the Vikings in Year 3. Year 3 pupils re-enacted confidently the village life of Viking settlers as they remembered the various tasks that men, women and children of that period would have had to undertake. Pupils make good use of the Internet to research their topics. They look at artefacts such as those gathered from the Sutton Hoo burial ship to try and discover more about life in the past.
85. Pupils' personal development is fostered very well in history lessons. For example, in Year 5, important issues were addressed as pupils' discussed the impact of immigration on British society in the nineteen-sixties. The teacher made certain they debated racial discrimination in a very mature and informed way. The need for people to show tolerance, acceptance and understanding was handled very sensitively. The school takes part in 'Black History Week' which is a local authority initiative that explores cultural differences in a very positive way.
86. The quality of teaching and learning is good. Visits to museums, and visitors to the school, are used frequently to enhance new knowledge and understanding. Teachers make certain the pupils in Years 1 and 2 very quickly develop an understanding of why some people are famous. Teachers use role-play to enhance pupils' enquiry skills; for example, when pupils in Year 2 found out more about Florence Nightingale and Mary Seole by questioning the teacher and the teaching assistant, who acted as the characters. Teachers use displays well to heighten pupils' awareness; for example, when pictures were used to show the similarities and differences between homes in the past and in the present. In Years 3 to 6, good teaching makes certain pupils become accustomed to reviewing their own knowledge of a period of history before they start a new topic. This means that at the end of the term they are able to assess how much they have learnt when they revisit their initial thoughts. Pupils' literacy skills are developed well in history. Many styles of writing are employed; for example, that of a priest writing his diary in Ancient Greece.
87. Leadership and management are satisfactory. The subject leader has only recently taken on the role but her newly written subject action plan shows appropriate areas for development. Since the last inspection there have been improvements in planning that have developed pupils' use of literacy skills. Opportunities for assessment are identified and are now integral to planning. This too has improved. Since the leader is so new to the post no classroom monitoring has taken place.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. It is not possible to make overall judgements about provision in any of these subjects. Due to timetabling constraints, no lessons were seen in **art and design**, one was seen in each of **design and technology** and **music** and three were seen in **physical education**.
89. In **art and design**, a study of examples of pupils' work shows that the subject has a high profile. For example, pupils in Years 1 and 2 have produced paintings of themselves, pictures relating to the seasons and computerised pictures of houses and animals. Pupils in Years 4 to 6 have produced such items as pictures of people, to illustrate the theme of relationships, observational drawing of things such as bottles and foot-wear, and three-dimensional masks to illustrate theatre costume. Work is of the expected standard, and pupils have taken care to finish the work carefully and thoughtfully. Discussions with pupils show that they greatly enjoy the subject. Teachers all take pleasure in producing displays of pupils' work that greatly enhance the learning environment.
90. One **design and technology** lesson was seen. In this, Year 2 pupils successfully examined a variety of hand puppets, and then designed and made their own. The teaching was good, and pupils showed very good attitudes to the subject. They were provided with suitable materials, and appropriate tools, and they carried out their work carefully and safely, being particularly mindful of taking care with scissors and needles. Pupils were well supported by the teacher and a number of parents, and their finished items showed a quality higher than expected. A study of other plans and samples of work, show that most suitable allowance is made for the subject throughout the school and there are indications that provision is at least good. For example, younger pupils make pictures with moving features, and fruit salads from real fruit, and older pupils make monsters that move, gas-mask bags - in connection with history work biscuits and pairs of slippers.
91. **Music** plays a very important part in the school's overall provision. Although only one lesson was seen, it is evident that the provision is at least very good. Music lessons are taught by a specialist teacher. In the one very good lesson seen, pupils were singing and playing a Christmas calypso. The teacher had planned the lesson very well and his outstanding subject knowledge helped to contribute to the very high standards achieved during the lesson. All the pupils were involved, with two pupils conducting - one conducting the choir and a second the orchestra which consisted of violin, guitar, piano and a wide range of pitched and non-pitched percussion instruments. The singing was very tuneful and the teacher's prompts improved the performance on each run through.
92. There is a very wide range of additional musical activity in the school. The school choir, led by the headteacher and the music teacher, is held before school each week. Pupils are taught to play the clarinet, the flute, the saxophone, the violin, the cello, and the guitar and trumpet. There are woodwind and singing groups and the school takes part in a wide range of musical activities in the community. This includes ones in Southwark Cathedral and the Albert Hall. Pupils in Years 3 and 4 are taught the recorder. Altogether, the opportunities provided for musical activity are very strong.
93. Three **physical education** lessons were seen. Although no overall judgement on provision can be made, it is evident that physical education plays an important part in the school curriculum and there is a very wide range of extra-curricular opportunities. In the three lessons seen, teaching and learning were good overall. Teachers plan lessons well and take care to ensure that there is a good warm-up before lessons commence. In all three lessons, the teachers prompted and supported pupils well to improve their performance. In the best lessons, demonstration was used very well, linked to pupils evaluating their own work. For example, in a Year 6 rugby lesson, due to very good teaching, pupils developed skills well and applied them to good effect in a touch rugby game. The teacher's prompting supported the

pupils to become tactically very aware. The pupils passed and caught the ball accurately and began to combine the taught skills. The curriculum for physical education is very well planned and is suitably broad and progressive. However, there is a need to make changes to the swimming arrangements to ensure that pupils in Years 3 to 6 have the opportunity to swim as part of their physical education programme. The school is aware of this, and there are plans in place to adjust the current programme. The subject is led and managed very well. The subject leader is keen and knowledgeable, ensures that there is a wide range of extra-curricular physical education activities, and has played an important role in expanding the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION

94. It is not possible to make an overall judgement on provision in personal, social and health education as only three lessons were seen – all the junior years. However, it is evident from those lessons, from discussions with pupils and the subject leader and from reviewing pupils' work that this area plays an important part in the work of the school and it is likely that provision is at least good.
95. At the time of the last inspection there was a severe criticism relating to the self-centred nature of some pupils. This has been eradicated and pupils are now very considerate, helpful and have well-rounded and well-developed social skills. The curriculum for personal, social and health education has helped this process because pupils are systematically taught all aspects based on national guidelines.
96. In the three lessons seen, pupils achieved well. The quality of teaching and learning was very good and pupils in all lessons made good advances in learning. For example, in a Year 6 lesson, pupils learnt about how they could become involved in local community issues as part of a citizenship programme. They showed well above expected understanding and they could talk confidently about the roles of both the borough council and councillors. In addition, they could explain and discuss the services provided by the council. They went on to discuss and identify the part that young people could play in supporting the council and local initiatives.
97. The school council plays an important role in the citizenship programme. Pupils are elected and they make very good and considered use of the opportunity provided for them to have a voice in the running and development of the school. These meetings are augmented by class councils. For example, in one very good Year 5 lesson seen, the two school council representatives conducted a meeting in which they were eliciting their classmates' views about lunchtime arrangements. The pupils obeyed the agreed rules very well, they listened and built on others' views, and quickly and easily came to an agreement regarding the whole class's view that would be carried forward to the school council meeting. The teacher played a very important, though 'back seat' role. Her interventions were timely and few and helped the pupils to move forward as they tracked through the agenda. For example, the pupils were discussing a healthy school's week. Some very good ideas emerged both in terms of activities for the event and suggestions of how it could be promoted. The pupils' sophisticated speaking and listening skills supported their very good achievement in this lesson.
98. Personal, social and health education is managed well by a committed subject leader. She is steering the school through the Healthy Schools award scheme and has been instrumental in ensuring that the school-wide emphasis on personal, social and health education is supported through a broad curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Overall standards achieved	1
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

poor (6); very poor (7).