

INSPECTION REPORT

ROEHAMPTON CE PRIMARY SCHOOL

Roehampton

LEA area: Wandsworth

Unique reference number: 101038

Headteacher: Mr R Woodfin

Lead inspector: Mr P Rayers

Dates of inspection: 8 – 10 November 2004

Inspection number: 267577

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	235
School address:	245 Roehampton Lane London
Postcode:	SW15 4AA
Telephone number:	020 8788 8650
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Appropriate authority:	The governing body
Name of chair of governors:	Rev J McKinney
Date of previous inspection:	07. 12. 1998

CHARACTERISTICS OF THE SCHOOL

Roehampton CE (VA) Primary School is situated eight miles to the south west of central London and takes pupils from the ages of 4 to 11 years. The school is on two sites, close together and separated by Holy Trinity Church. There are 205 pupils on roll aged from four to eleven years in seven classes. This is similar in size to other primary schools. In addition, 16 full-time and 15 part-time children attend the nursery. Just under a third of the pupils in the school have been identified as having special educational needs. This is above the national average and an 8 per cent increase since the time of the last inspection. Six of the pupils have Statements of Special Educational Needs which is above the national average. The proportion of pupils who qualify for free school meals is 28 per cent which is above the national average. Pupils come from a range of backgrounds, including just under a half from ethnic minority families. Significant proportions of the pupils come from areas of social and economic disadvantage. Thirty per cent of the pupils do not have English as their first language, which is high. The attainment of pupils on entry into the reception class varies widely but overall is similar to that which is expected for their age. However, a significant minority have limited speech and language skills and unsatisfactory calculation skills in mathematics. The school gained the Investor in People award in 2003 and the Schools Achievement Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17851	P Rayers	Lead inspector	Mathematics Art and design Physical education
19436	M O'Malley	Lay inspector	Personal social and health education
20003	S Metcalfe	Team inspector	English Areas of learning in the Foundation Stage Music
33541	C Wesson	Team inspector	Information and communication technology Design and technology Special educational needs
28071	A Williams	Team inspector	Science Geography History English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has a significant number of strengths and is providing a satisfactory education for its pupils. Pupils achieve well in English, mathematics and science and most achieve satisfactorily across all other subjects of the curriculum by the end of Key Stage 2. The youngest children make good progress and attain standards at least in line with those expected for their age in all areas of learning. The headteacher, with the good support from the assistant headteachers, provides strong leadership and management for the school. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- This is a caring school in which all pupils are included and welcomed.
- The provision in the Foundation Stage is good and children achieve well.
- The leadership and management of the school are good.
- The quality of teaching, although variable, is good overall.
- Pupils make good progress in English, mathematics and science (core subjects) by the end of Year 6.
- Teaching assistants are used very effectively to support pupils' learning.
- Pupils with special educational needs make very good progress.
- Assessment is used effectively to ensure work is well matched to pupils' needs in most subjects.
- Planning for school improvements is not yet undertaken over a sufficiently long period of time.
- Despite good procedures for improving punctuality, this remains unsatisfactory.
- Creative and physical aspects of the curriculum (art and design, music and physical education) are not taught in sufficient depth to ensure that all pupils achieve their full potential.

The school has made satisfactory improvement since the last inspection. Standards and achievement have improved in information and communication technology (ICT) in both key stages and are now good in Years 1 and 2. Examples of good teaching have doubled since the last inspection although there are still a few examples of unsatisfactory teaching. The planned curriculum now meets statutory requirements. Attendance has improved and is now satisfactory. However, the planning of school improvements over the longer term is still not in place and, although the school has effective procedures to improve punctuality, it remains unsatisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	A	B	A
Mathematics	A	C	C	A
Science	A	C	B	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.*

Pupils' achievements are satisfactory overall. Children enter the nursery with a range of skills and experiences that are average for their ages and abilities, although their speaking and listening, counting and computation skills are below expected levels. They make good progress and achieve at least expected levels in all areas of learning by the time they enter Year 1. In Years 1 and 2, some pupils do not reach expected levels in reading and mathematics. However, the school has

recently put in place a number of initiatives to improve attainment in reading, writing and mathematics and levels achieved are now satisfactory. The number of pupils achieving good standards in reading and writing by the end of Year 2 are above those of similar schools. In Years 3 to 6, pupils are making good progress in all core subjects and attaining above average standards in mathematics and science in Year 6. The high number of pupils with special educational needs in literacy in the present Year 6 means that although pupils are making very good progress they are not reaching expected levels in English. Attainment in other subjects in both key stages is average and most pupils make satisfactory progress. However, more able pupils do not achieve as well as they should in some aspects of art and design, music and physical education. Pupils' spiritual, moral, social and cultural development is good.

THE QUALITY OF EDUCATION PROVIDED

The quality of teaching and learning varies but is good overall. Just under two-thirds of the lessons seen were good or better. The good practice seen in most classes is occasionally not as effective as it could be due to the inability to motivate and control the behaviour of a few pupils who disrupt others. Provision for pupils with special educational needs and for more able pupils taught in small groups is very good and this helps them to make very good progress. Pupils with English as an additional language make good progress because they are supported well by teachers and teaching assistants. The curriculum meets statutory requirements but the limitations in accommodation and the restricted access to resources reduce the time pupils have to develop and practise their skills in aspects of some subjects. The pupils are well cared for and have good relationships with adults in the school. The classroom assistants are well informed and support pupils' learning very effectively. Pupils generally behave well but a minority do not. Incidents of disruptive behaviour are usually handled well by staff, and pupils with emotional and behavioural difficulties receive good support. Assessment in the Foundation Stage is very good and is good in English, mathematics and science across the school. Information is used well to inform future learning. The school has a satisfactory partnership with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The new headteacher has quickly gained a good understanding of the school's strengths and weaknesses and, with the good support from the assistant headteachers, provides a positive sense of direction. The role of subject co-ordinator is well established. They monitor provision and outcomes well and provide good support and role models for staff. However, at present there are a few subjects without a suitable co-ordinator and this is hindering provision. The leadership and management of the Foundation Stage are very good. Overall, governance is sound with a well-informed group of governors who work hard for the school. Financial management supports the school's one-year development plan well but the school does not yet set priorities over a longer period to ensure targets are achieved.

PARENTS AND PUPILS' VIEWS OF THE SCHOOL

Parents generally feel pleased with most areas of the school's work. They are kept well informed on what is taught and there are satisfactory arrangements for keeping parents informed about their children's progress. Pupils' targets are discussed with parents and end-of-year reports are satisfactory. Most pupils enjoy school and have good relationships with other pupils and adults.

IMPROVEMENTS NEEDED

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

- Plan priorities for development over a longer period of time than the present one year to ensure the school achieves its vision for the future.
- Improve punctuality by following up rigorously the procedures they have in place.
- Raise the profile of creative and physical aspects of the curriculum and ensure all pupils have sufficient opportunities to make the progress they should.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards on entry to the school are average but vary widely, with a significant minority having lower than expected abilities in speaking and listening, counting and computation skills. They make good progress in both Foundation Stage classes and most achieve the nationally set early learning goals, with about a third or more of the children expected to be working within the early levels of the National Curriculum by the time they move into Year 1. Standards and achievement at the end of Year 2 in reading, writing and mathematics are satisfactory. By the end of Year 6, pupils have made good progress in all core subjects and standards in mathematics and science are good. Pupils with special educational needs make very good progress and achieve higher standards than similar pupils in the borough.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science in Years 3 to 6.
- Progress of all children in both the nursery and reception classes is good.
- Pupils with special educational needs make very good progress in most areas of the curriculum.
- Pupils whose home language is not English attain standards similar to their peers.
- Pupils do not make good progress in creative, aesthetic and physical subjects and too few reach higher standards.
- Pupils in Years 1 and 2 achieve well and reach above average standards in information and communication technology (ICT).
- Boys make good progress in English, mathematics and science in Years 3 to 6.

Commentary

1. The attainment of children by the end of the reception year is similar to when last inspected, despite the increase in the number of children who enter school with lower than expected levels in speaking and listening, counting and computation. All but a few with specific learning needs reach the nationally set early learning goals. A third or more of the children are expected to be working within the early levels of the National Curriculum by the time they move into Year 1. This is because the overall quality of provision is good and pupils are appropriately challenged.

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

Standards in:	School results	National results
Reading	14.2 (14.3)	15.8 (15.7)
Writing	13.6 (12.7)	14.6 (14.6)
Mathematics	15.1 (13.3)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. The school's results in Year 2 are improving in writing and mathematics and are similar to the previous year in reading. More pupils are achieving higher levels because of the very good extra support they are receiving in small groups. However, overall attainments are still below those achieved by pupils in similar schools nationally, except in writing where they are similar. Results are below those at the time of the last inspection because the number of pupils who have special educational needs has increased and, despite making very good progress, many

do not achieve the standards expected for their age. The school has also experienced staff instability within Years 1 and 2 over recent years and this has hindered the quality of provision and the attainment and progress of some pupils. The school has implemented a number of actions this year to address the issue and to improve the quality of provision. Evidence from work seen and discussions with pupils in both Years 1 and 2 indicate that standards are improving and are now satisfactory in reading, writing and mathematics. The difference in boys' and girls' achievement is in line with the national picture.

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

Standards in:	School results	National results
English	27.8 (28.4)	26.9 (26.8)
Mathematics	27.4 (27.2)	27.0 (26.8)
Science	29.7 (29.1)	28.6 (28.6)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

3. Standards in English, mathematics and science (core subjects) are above those of similar schools and pupils make good progress. However, from the work seen during the inspection, the attainment of pupils in Year 6 in English is only satisfactory. Overall attainment in English is affected by the high number of pupils in Year 6 with special educational needs who make good progress and attain well in mathematics and science but encounter more long-standing difficulties in literacy. Nevertheless, those who are able to reach the higher levels are doing so. Their potential is recognised and very good extra support is given to them in small groups. In English, mathematics and science, boys are achieving well above those nationally, whereas girls are achieving only just above other girls nationally, except in science where they achieve well above.
4. Pupils' achievement and standards in ICT have improved since the last inspection when they were unsatisfactory. Pupils make good progress and attain standards above those in similar schools at the end of Year 2. Pupils in Year 6 make satisfactory progress and attain average standards by the end of Year 6. Good teaching in the ICT suite is helping to develop and extend pupils' skills, and the school has significantly improved resources since the time of the last inspection. However, computers are still not used enough in classrooms in Years 3 to 6 to support learning in all subjects.
5. Pupils with special educational needs in the school, including those with the greatest difficulties, consistently do better in national tests for reading, writing and mathematics than similar pupils in the borough. The school has already identified spelling as a weaker area and steps have been taken, which are improving pupils' performance. The assessments of pupils' needs are identified at an early stage and a highly structured teaching and learning programme is implemented. This ensures that pupils are always challenged and therefore make very good progress.
6. Pupils with English as an additional language make good progress in developing their English language skills. By Year 6, most of these pupils are fluent in their spoken English and reach similar standards to their peers.
7. The achievement of most pupils in Years 1 to 6 is satisfactory overall. In most subjects, pupils make satisfactory progress. However, the opportunities to take part in a range of activities in physical education, art and design and music are insufficient to help those with higher potential to achieve as well as they should. There is limited accommodation and storage space for equipment, and restricted access to some areas on the split site, such as the hall,

reduces teaching time for some aspects of these subjects, for example gymnastics in physical education, sculpture and painting in art and design and the use of instruments when developing their own musical ideas.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good and behaviour is satisfactory. Their spiritual, moral, social and cultural development is good. Attendance is satisfactory. Punctuality is unsatisfactory.

Main strengths and weaknesses

- The majority of pupils are interested in their lessons and other school activities.
- The majority of pupils behave well but on occasions a minority misbehaves.
- There are good relationships and pupils respect each other.
- Attendance has improved, but punctuality is unsatisfactory.
- Spiritual, moral, social and cultural development is good.

Commentary

- Pupils like school. The majority of pupils work hard in lessons and they are keen to take part in activities outside class. They behave well, although a minority of older pupils find it hard to concentrate for long periods, get distracted and interrupt lessons. This is managed well by the teachers and other staff. The youngest pupils have good attitudes to school and behave well. Some older pupils play roughly and disagreements occasionally spill over into fights. Staff quickly and effectively manage this so that all pupils are safe and those involved learn what is expected.
- There were 21 fixed-period exclusions during the past year. Although this is high, the school does not exclude pupils without good reason. During the past year, the behaviour of some pupils was poor; for example some were rude to teachers and occasionally violent to others. In its efforts to improve behaviour, the school took a firm line and excluded these pupils as a way of encouraging them to think about the consequences of their actions. This policy has had been mainly successful and behaviour at the school is now satisfactory. Pupils at risk of exclusion are supported well. The following table gives details of exclusions in the last school year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	102	9	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	6	1	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	3	1	0
Mixed – any other mixed background	12	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	16	0	0

Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean

1
17
9

0	0
0	0
4	0

Black or Black British – African	12	3	0
Black or Black British – any other Black background	35	3	0
Any other ethnic group	6	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Assemblies develop themes such as 'Power over circumstances' and 'forgiveness'. They include story, prayer and reflection that help pupils consider Christian values and a wider range of beliefs. The school is good at promoting mutual respect and concern for others. Pupils readily accept differences and they make sure no-one is left out. There are few instances of bullying and racism, but when they occur they are dealt with effectively.
11. The school works well to build pupils' self-esteem and help them to understand their community responsibilities. Therefore, all pupils, including those with English as an additional language or with special educational needs, develop confident attitudes to school. They are keen to take responsibility, as class representatives, monitors, or by helping with the recycling box. Pupils from different backgrounds mix well together. The personal and social development of pupils with emotional and behavioural difficulties is very well supported.
12. Spiritual, moral, social and cultural development are good. Pupils are encouraged to talk about themselves, and self-knowledge and spiritual awareness are well developed. Most pupils get on well together and distinguish right from wrong. They are encouraged to think through the consequences of their actions. Most pupils work well together in small groups when required and will share resources sensibly. They have a clear understanding of growing up in a multicultural society. There are good opportunities for pupils to learn about their own and other cultural traditions through assemblies, visits and visitors, a satisfactory range of extra-curricular activities and studies in class. The teachers encourage the pupils to learn from each other about their own cultural experiences, and the rich mix of cultures represented in the school is celebrated through projects such as 'Black History' month, and 'cultural food' days.

Attendance

13. Attendance has improved since the last inspection and is now satisfactory. However, extended holidays to visit relatives abroad affect attendance figures.
14. The school works well to promote good attendance and punctuality but a small minority of pupils are either regularly or occasionally late. This interrupts the start of the day for other pupils. Absence and lateness are monitored closely, and unexplained absence and unsatisfactory attendance or punctuality are followed up. Good attendance and punctuality are rewarded, and there is good support from the education welfare service.

Attendance in the latest complete reporting year

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.4
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory standard of education for its pupils. The quality of teaching ranges from unsatisfactory to excellent but is good overall and most pupils learn well. Curriculum provision in most subjects is satisfactory and is very good in the Foundation Stage. However, provision in some aspects of art and design, music and physical education is unsatisfactory. The school provides pupils with a good standard of care and looks after them well. It has satisfactory links with parents.

Teaching and learning

The quality of teaching and learning provided by the school is good overall. It is of a consistently high standard in Years 2, 3, 5 and 6. Lessons where pupils are receiving extra support are very good. Teaching in the Foundation Stage is good, which is an improvement since the last inspection. Assessment is good in the core subjects of English, mathematics and science and very good in the areas of learning in the Foundation Stage.

Main strengths and weaknesses

- The quality of teaching in the Foundation Stage has improved from satisfactory to good since the previous inspection.
- The instances of good teaching have more than doubled since the time of the last inspection and examples are now more widely spread across the school.
- The assessment of pupils' progress in English, mathematics and science is good and very good in the areas of learning in the Foundation Stage.
- Provision for higher and lower attaining pupils receiving extra support in small groups is very good.
- Teaching and learning are good in ICT in Years 1 and 2.
- Teachers adapt activities and their language structures well to meet the needs of pupils for whom English is an additional language.

Commentary

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	7 (17%)	18 (43%)	14 (33%)	2 (5%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 31 or more lessons are seen.

15. The good quality teaching in both the nursery and reception classes reflects a sound understanding of how young children learn. Teachers have high expectations and provide a very good and imaginative curriculum, which meets children's needs extremely well. As staffing levels are generous, all children are supported well. Relationships are very good, children know they are liked and well cared for and, as a result, their personal skills rapidly develop, impacting very positively on their academic standards. Both teachers and supporting staff make clear to children their expectations for behaviour and a very good rewards system of stickers and praise acknowledges the effort that children put into their work.
16. The percentage of good or better teaching seen across Years 1 and 2 and Years 3 to 6 has doubled since the time of the last inspection. Good teaching was consistently seen in Years 2, 3, 5 and 6. In Years 1 to 6, teachers' plan appropriately to a common format that makes clear what pupils will learn during the lesson and over a longer period of time in all subjects. This works well in most lessons and pupils are clear about what they have to do to achieve well.

17. Most activities and lessons are based clearly on good assessment of the pupils. There is also a good balance of direct teaching and opportunities for pupils to make choices and work in small groups or independently. Teachers have developed positive relationships with pupils and this stimulates pupils' desire to learn and do well in the many interesting activities provided for them. The pace and challenge within lessons are often good which is an improvement from that at the time of the last inspection. For example, pupils in one lesson were engrossed in writing a letter to their parents about a school visit. The teacher constantly challenged them to pull together different ideas from their experiences, culminating in very good pieces of work.
18. Most teachers manage pupils well, insisting on and securing appropriate standards of behaviour. There were two lessons in which unsatisfactory behaviour hindered the progress pupils made. In one lesson the pupils did not have sufficient experiences and skills to achieve the tasks set for them, and in the other a lack of a clear structure and challenge failed to captivate pupils' interest and they became bored. However, these situations did not occur in other lessons taken by both teachers, which were always satisfactory and in one case mainly good.
19. The school has good procedures for assessment and tracking progress of pupils with English as an additional language. The process is well managed and information is used to support these pupils during lessons. In lessons, teachers adapt their speech and vocabulary well to meet pupils' needs and teaching assistants valuably enhance the quality of teaching and learning for these pupils.
20. The early identification of pupils with special educational needs and potentially more able pupils ensures accurate information is well used to plan their future learning, in small groups or in lessons. The very high quality of the direct teaching for special educational needs pupils builds on their skills and encourages them to use what they have learnt in new situations. The teaching assistants support pupils with special educational needs very effectively in all lessons. They encourage and help pupils without creating overdependence, challenging their thinking and extending learning by the skilful use of questioning. This accelerates their progress and allows them to catch up with their peers whenever possible. The use of small teaching groups for more able pupils is used to provide them with exciting opportunities to apply their problem-solving skills confidently when undertaking investigations, and they make very good progress during these sessions.
21. In Years 1 and 2 lessons in the ICT suite, teachers demonstrated good subject knowledge and gave clear, succinct explanations and instructions to the pupils. They used the interactive whiteboard to good effect to support their demonstrations and provided good opportunities for pupils to explore ideas with a partner. Pupils made good progress in their lessons.
22. Assessment procedures across the school are good with very good practice seen in the Foundation Stage. The school has high quality, whole-school, subject record-keeping systems in place, and teachers use these well to plan work and adapt learning to meet pupils' individual needs, for example by providing additional literacy and numeracy work. There is a system to track pupils' National Curriculum levels at the end of each academic year. The assessment co-ordinator intervenes regularly to hold teachers to account for pupils' progress. Good use is made of all test data. National test results are analysed for gender and ethnicity performance, and for areas of learning which need a greater focus. This analysis is used to set targets with pupils for improving their work. Marking, especially for older pupils, is very good and pupils receive helpful written comments. Pupils' workbooks show that these are monitored by teachers and acted upon by pupils.
23. Good quality assessments, especially for the youngest children, are helping to drive up standards. Assessments in the Foundation Stage are used particularly well to plan work at the

correct level for all children, including those with special educational needs and those with English as an additional language. Information obtained from the tracking of children's progress is used to plan the next unit of work.

The curriculum

The curriculum provision for most subjects is satisfactory and good for children in the Foundation Stage. The curriculum provided for pupils with special educational needs is very effective. There is innovative work taking place to support children with social, emotional and behavioural difficulties.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is good.
- The provision for pupils with special educational needs is very inclusive.
- Curriculum provision for pupils with English as an additional language is effective.
- The school has explored and developed some innovative approaches towards supporting pupils with social, emotional and behavioural difficulties.
- The provision for extra-curricular sport is good.
- Learning opportunities in creative and physical subjects are hindered by the limited accommodation and restricted access to resources.
- The curriculum is enhanced by the provision of French in Year 6.

Commentary

24. The broad curriculum meets statutory requirements. A detailed curriculum plan for the year enables teachers to make links between subjects in order to make the learning more meaningful for the pupils. The school is developing an innovative link with the local secondary school to provide for the teaching of French to Year 6 pupils. This project is in the early stages but is well conceived and contributes to the cultural development of pupils. It builds on the French offered to pupils in Years 2 and 3 in an extra-curricular French club. Pupils in this club are able to count, sing songs and respond to simple personal questions in French.
25. The teaching of personal, social and health education is well planned through a combination of discrete lessons, circle times and a focus on social and personal skill development in all lessons. There is innovative provision for pupils who need extra, targeted support, for example taking part in small social skills groups or accessing art therapy to further their emotional development. The school also employs a learning mentor who works effectively with pupils and parents in addressing personal and emotional issues. They monitor the success of this work carefully to ensure that it has a significant impact on the learning of the pupils and on their ability to take up the opportunities provided in whole-class lessons.
26. The curriculum in the Foundation Stage is well planned with good focused teaching. Staff use the limited accommodation well and there is a good range of resources. The outdoor learning area is too small for the number of pupils and does not have any covered space. Although this restricts activities and limits when pupils can go outside, staff ensure that appropriate opportunities are provided for pupils to run about and play.
27. The curriculum for pupils with special educational needs is very good. The pupils are largely taught in their classes, with very effective support from learning support assistants. Where pupils would benefit from small group or one-to-one support, they are withdrawn for a short time and given intensive teaching. Their progress is tracked very carefully to ensure that not only do they make rapid progress in the group but also that they apply the new learning back in the classroom. The curriculum for pupils with English as an additional language is also good and takes satisfactory account of pupils' ethnic diversity. They are supported well in their work and this helps them to make good progress.
28. The school offers a range of extra-curricular opportunities, including a homework and breakfast club, although only a few pupils make use of them. The older pupils take part in a

number of extra-curricular sports initiatives where they receive good quality coaching which helps them to do well in local competitions.

29. The school generally makes best use of the limited accommodation to support pupils' learning. Efforts have been made to improve the learning environment and to brighten up the building and playgrounds by the use of wall paintings and displays of pupils' work. The hall is barely large enough to accommodate the whole school for assemblies or provide opportunities for gymnastics and dance. Storage for physical education equipment is cramped and the length of time it takes to access equipment reduces the opportunities pupils have to learn and to practise skills. Both playgrounds are small and the noise from the A3 road next to the Years 3 to 6 playground sometimes hampers opportunities for the coaching of skills during outdoor games lessons. However, teachers plan effectively to ensure that pupils experience an appropriate range of physical activities. In the summer, the school is also able to use a nearby grassed area to support these activities. Space is limited in most classrooms and this makes it difficult to store and access a range of resources. For instance, the musical instruments are stored in the infant school and this reduces opportunities for older pupils to use them. Although teachers ensure all curriculum areas are covered, this is not always in sufficient depth in some aspects of art and design, music and physical education to enable more able pupils to reach their full potential.
30. There is a sufficient range of resources for every subject and the school has wisely developed an ICT suite in the Years 3 to 6 library area to support the teaching of ICT skills. This has meant a temporary dip in library provision whilst a new area is found. Staff have sensibly taken this opportunity to audit the stock, throw out unsuitable books and increase the range of books this year.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are good. The provision of support, advice and guidance based on monitoring pupils' achievement is good.

Main strengths and weaknesses

- There are effective procedures for health and safety, child protection and first aid.
- There are good induction arrangements for children when they enter the Foundation Stage and for other new entrants to the school.
- Arrangements for monitoring pupils' personal development are very effective.
- All adults know pupils very well.
- There are good systems for monitoring pupils' academic standards and progress.

Commentary

31. The school takes good care of pupils' medical, social and emotional needs. Staff ensure that pupils are secure and confident learners. The school uses the good links with outside agencies to support pupils' learning. There are effective procedures in place for child protection, and provision for first-aid cover and supervision around the school is good. Regular checks are made of the premises for hazards and issues are followed up. For Foundation Stage children, induction procedures are of high quality. For example, parents are offered a pre-nursery home visit as well as copies of relevant documents and pre-entry meetings with the school staff. Pupils throughout the school are confident that there is someone to turn to if they have problems and satisfactory account is taken of their views through class representative meetings with the headteacher and class discussions. Pupils' personal development is monitored very effectively. The teachers and support staff know the pupils very well. They are quick to note when pupils need extra help or assistance in building and practising their social skills.

32. There are good systems for tracking pupils' progress in the key areas of literacy, mathematics and science. Systems for assessing pupils' progress in other subjects are satisfactory. There are effective systems for monitoring and supporting the progress of pupils with English as an additional language. New pupils who have little or no English language are carefully assessed as to the level of additional support they might receive after they have settled in the school. The progress of pupils with special educational needs is very well monitored.
33. Pupils receive good recognition of their achievements. In classrooms they receive stickers or certificates and a weekly achievement assembly allows the whole school to celebrate pupils' sporting, academic or personal achievements. All pupils have academic and personal targets, which are discussed with them and reviewed each term. Parents are informed of the targets. The procedures followed at the end of each year when pupils change year groups are well managed.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with parents so they can support their children's education. There are good links with the community and other schools.

Main strengths and weaknesses

- The information provided for parents about the school is good.
- The school works closely with parents so they can support their children's education.
- The school encourages parents to get involved but only a minority attends workshops and formal meetings.
- Links with the community and other schools provide a good range of opportunities to enrich the pupils' education and support their personal development.

Commentary

34. The school keeps parents well informed through notices, the computer website and regular newsletters. The prospectus is very well presented and provides a good summary of the school's provision and achievements. There are some omissions in the governors' annual report. Parents are kept well informed of what is taught and how they can help. There are satisfactory arrangements for keeping parents in touch with their children's progress, including formal meetings with the teachers and the opportunity to make appointments at other times. Pupils' targets are discussed with parents and end-of-year reports are satisfactory.
35. The school encourages parents to raise concerns and is quick to involve them when there are problems. The school takes satisfactory account of their suggestions, and plans to seek their views more formally through questionnaires and meetings. There are good procedures for introducing parents and their children to the school. The learning mentor and the school nurse are good additional contacts for parents. The arrangements for homework are satisfactory.
36. Parents' evenings are well attended and many parents support their children at assemblies, and events such as sports day and fundraising. The school arranges meetings and workshops but comparatively few parents attend. Parents are encouraged to get involved by helping in school or with the school association, but only a minority takes part. When they do, for instance when parents and relatives coach football and netball, pupils' learning is enhanced. The school has appropriate links with parents of pupils who have English as an additional language. If necessary, translators are provided, so that parents can be informed of their children's progress.

37. The pupils visit places of worship, galleries, museums and other locations of historical interest. The younger pupils have been to a farm, a post office and a zoo. Many visitors, including musicians, theatre groups and authors, broaden pupils' first-hand experience and significantly raise their interest in learning. There are close links with the Holy Trinity Church. Arsenal Football Club provides coaches for the pupils. The school is an active participant in the Roehampton Forum where community events are planned. The arts therapy and secondary transfer workshops for Year 6 are funded through support from the 'Regenerate' charity organisation. Pupils take part in arts, crafts and music at the 'Soul in the City' festival. Asda and Sainsbury's provide gifts for competitions and fayres. La Jolie Ronde runs the French Club and Wandsworth Parent Partnership provides tutors for literacy workshops.
38. Pupils visit local secondary schools for concerts and science workshops. The Elliott School provides teaching in French and other languages. The provision for speech and language therapy is shared effectively with other schools. The pupils swim at Wimbledon College and compete with other schools in the local sports leagues. The school is a partner with Roehampton University for teacher training, and provides work experience for secondary pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The new headteacher provides good leadership and is well supported by senior staff. Governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher provides good leadership and management and is well supported by senior staff.
- The management of the provision for pupils with special educational needs is very good.
- There is good monitoring of teaching and learning and the analysis of data is used well to focus support for learning.
- Leadership and management of the Foundation Stage are good.
- All subject leaders, teachers, teaching assistants and support staff are fully involved in the school and work well together as a dedicated team.
- The school does not yet plan strategically for improvement over the longer term.

Commentary

39. The headteacher, who joined the school this term, has quickly gained a good understanding of strengths and needs and provides good leadership. He has received good support from the two assistant headteachers who are very effective in their specific roles within the school, as well as members of the strong senior management team. The close working relationship between governors and senior staff helps to ensure that everyone is fully informed about the issues facing the school. Governors have a clear understanding of the school's statutory responsibilities and are working effectively with the headteacher and staff to ensure there are policies and procedures in place to meet the needs of all pupils. They are organised appropriately through an executive committee and take an active role in monitoring the work of the school. Although there are good procedures to ensure all staff and governors are involved in making appropriate decisions about the priorities for school improvement, this is currently only over a one-year period. This is similar to when the school was last inspected. The school has reduced its previous underspend to an appropriate level and financial planning through the school improvement plan is secure. However, both the headteacher and chair of governors are aware and committed to making development planning a more strategic process, so that progress in priority areas can be supported over the longer term.

40. The special educational needs co-ordinator provides very good leadership because she is very knowledgeable and continues to seek out innovative solutions to support pupils with special educational needs. She motivates all staff and influences them to strive for high standards of performance in their work with these pupils. She sets clear expectations of how staff should plan, teach and assess pupils with special educational needs and follows these through to ensure that they are carried out successfully. She provides a good role model of teaching in her work with individuals and groups of pupils.
41. The leadership team in the Foundation Stage is new this term but the nursery and reception teachers are building on and improving previous good practice. Their sound knowledge of what constitutes good provision for the youngest children has enabled them to work very effectively together in providing a clear direction for the Foundation Stage. They have implemented very good assessment procedures based on the nationally set early learning goals and plan work appropriately to meet all children's needs. Their working partnership with classroom support staff is very good and together they enable all Foundation Stage children to make good progress.
42. The leadership and management of other key staff are generally good. The responsibilities of subject leaders are clearly defined and there are good systems to monitor and improve the quality of teaching and learning, including performance management. The assessment co-ordinator provides staff with extensive, accurate data analysis, clearly targeted at helping them improve provision and raise standards. Time is given for subject leaders to set targets for improvement with staff, provide training, observe their lessons and work alongside them to support their practice. However, some subjects do not have a suitable teacher responsible for their co-ordination and at times this hinders the quality of provision.
43. All staff work well together and support each other in many ways. This is seen, for example, in the effective induction of new teachers into the school and the close working relationships between teachers, teaching assistants and other support staff. These directly benefit pupils' learning. There is a welcoming atmosphere in the school, where the warm and positive relationships give a sense of security to staff and pupils alike.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	848,727	Balance from previous year	52,477
Total expenditure	837,173	Balance carried forward to the next	11,554
Expenditure per pupil	3,664		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

In this bright, cheerful and well-planned environment, provision has been very carefully considered, so that all children, including those from different ethnic backgrounds and those with a range of special educational needs, are challenged to learn well, achieve highly and reach the early learning goals. Children enter the nursery in the September of the school year in which they will be four years old, with a range of skills and experiences that are average for their ages and abilities, although their speaking and listening, counting and computation skills are below expected levels. A year later, when the majority enter the reception class, they have made good progress and are where they should be for their ages and abilities. Again, in reception, they make good progress, especially in their personal and social development, in their knowledge and understanding of the world and in their creative and physical skills. Good progress and high achievement are a direct result of good quality teaching by both the nursery and reception class teachers supported by a very good team of high quality assistants. During the inspection no unsatisfactory teaching was seen; indeed, half the teaching was judged to be very good indeed.

Very high quality leadership and good management have kept the Foundation Stage moving forward since the previous inspection. Skilfully managed changes and improvements use very good procedures in planning, monitoring and assessment of teaching and learning. Within the classrooms there is a good range of high quality resources to provide children with exciting opportunities in which to learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between children and adults create an atmosphere of highly effective learning.
- All adults have consistent, high expectations of children's behaviour.
- Planning is good in ensuring that children have many opportunities to work together in large and small groups as well as individually with a supporting adult.

Commentary

44. This area of learning receives a high profile in the Foundation Stage, especially when children start in the nursery, and children achieve well. They make rapid progress across the Foundation Stage and by the time they start in Year 1 all but a very few have reached the early learning goals, with many children exceeding expectations. This is due to very good teaching, very good relationships and a very well planned and ordered environment, in which children quickly settle and feel secure. Older children, in the reception class, are gradually encouraged to take on responsibilities such as getting out resources, putting on coats and scarves and selecting activities. They become confident in working independently on tasks. Behaviour is very good. Staff are highly skilled in knowing how young children learn effectively, and plan a good range of activities which leads to sustained interest and concentration from the children and a strong desire to learn. There is particularly good support for children's social and moral development. Children know the difference between right and wrong; for example in the nursery, when in the imaginative and investigative areas,

they work co-operatively together, buying 'concert tickets', knowing that they have to pay to see the performance rather than just 'sneaking in'!

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is seized upon to enhance children's communication skills.
- Assessment is used very well to plan a very good range of activities to support learning.

Commentary

45. In all activities there are very good opportunities for children to develop their language skills, which are below expected levels when they start school in the nursery. All children achieve well as a result of good teaching. The key to this good progress is the continuous use of high quality assessments of children's achievements and needs across the two years of the Foundation Stage. All but a few children with special educational needs or for whom English is an additional language attain the expected early learning goals by the time they leave the reception class, and about a quarter of the children are working within the early levels of the National Curriculum.
46. All adults work very hard to help children to extend their language skills across the areas of learning. The children are taught to listen to one another and answer in sentences as soon as they start school, whether in more formal lessons following the outline of the National Literacy Project for reception children, during 'on carpet' discussions for the younger ones, or in small groups or with individuals. Because of this focus, children in reception listen very well to adults and to one another, and in the nursery, speaking and listening skills are developing well with children confident in taking part in discussions. Staff provide challenging activities that are well matched to the needs of pupils and particularly those with special educational needs and those for whom English is an additional language. By the end of their time in the nursery, the more able children are beginning to write their own names and most are making marks that they can read to adults and each other in their free writing. The sharing of books, listening to stories, playing games and singing rhymes are very carefully planned so that children quickly learn letter sounds and a few simple words. Their learning is fun and highly effective. The good progress and provision continue in reception, with a wealth of opportunities for language development to flourish. Good, focused support is given to help children improve the way they form letters, and the shared writing in literacy lessons are taught well, exploring words and sentences from stories in a stimulating way and keeping children engrossed in their learning. Many children, including those with English as an additional language, are already beginning to read simple stories and a good number of parents take an interest in helping their children with reading at home.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is of a high standard and places a high emphasis on learning through practical activities.
- Assessment is used very effectively to plan activities to support all children's learning.
- Mathematical skills are put to good use across many areas of learning.

Commentary

47. The high quality planning, teaching and assessment of both formal and practical activities help children to achieve well from a relatively low starting point. Most children attain the early learning goals by the end of their reception year. Over a quarter of children start Year 1 within the early levels of the National Curriculum. Teaching and learning are good and give a good, clear focus to helping children use mathematical language with confidence and develop problem-solving skills well through whole-group activities and through play. Nursery children, for instance, collect 'Hearts' as rewards for positive attitudes, help and support to others. In a short, carpet session they decided to count out how many they had gained that day. The teacher lined the hearts up in front of her. Children were very keen to come out, and, by 1:1 counting, together the children counted up as far as they were able, with about half of the children getting to the last one, number 23. This was so popular that the activity was repeated three times, with the more able helping the less able children. The result was that, by the end, two-thirds of the children could chant the number order and over half could match numbers with hearts along the line.
48. To add to these adult-guided activities, children have many opportunities to work in pairs or by themselves. In the sand and water trays they learn about capacity and volume. With the support of a learning assistant, they matched the numbers on the bikes and trikes to the parking spaces in the outside 'garage' area. Children sort a range of materials according to colour and number to make models, collage and pictures on their own or with a partner. Older children in reception likewise have a good range of planned activities but linked to the National Numeracy Strategy for reception children. Working on 'taller' and 'shorter', some children made models to demonstrate their understanding of the differences in size, including using construction bricks to make towers and having fun with glue and boxes to make 'junk' models.
49. Children also use their developing mathematical skills in other curriculum areas. For instance, in their knowledge and understanding of the world, nursery children added measured amounts of powders and liquids in science experiments, while children in both classes used a range of computer programs linked to developing their counting, number identification and simple addition and subtraction skills. All such activities impact very positively on children's achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good planning, teaching and assessment provide children with many opportunities to learn about the world around them.
- The school provides good opportunities for the children's parents to be involved and to enrich the learning of all.

Commentary

50. Teaching and learning are good and help to ensure that all children achieve well. Children are provided with a wealth of opportunities to learn about their world. Topics such as 'festivals' and 'clothes' encourage children to learn about the different people they meet and who make up their school community. Teachers carefully plan to use information, costumes and resources from the children's homes to provide positive rather than stereotype images. Children dress in their national costumes and share Ramadan sweets. The imaginative play areas are changed regularly to keep interest levels high and, whether it is in the concert

booking office, the jungle or the Ogre's castle, the children are consistently challenged in their learning. In religious education, the children celebrate many of the important festivals of the world; in their science work they investigate different materials by mixing powders and liquids and observing changing colours and effects. Children in the nursery carry out independent observations of the effects of washing-up liquid in water by blowing bubbles, looking at the colours and shape, while older children in reception talk of the creatures they would expect to see in a jungle environment. Computers are used regularly in both classes. At first, children in the nursery need a lot of adult support and help but by the end of reception they are moving the mouse confidently to make pictures and patterns, using the keyboard to write their names and completing programs related to mathematics and English.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good, careful planning, teaching and assessment provide children with many opportunities to learn to move carefully and sensibly in and out of the classrooms.
- The school provides good opportunities for older children to have regular indoor and outdoor exercise during the week.

Commentary

51. No formal sessions were observed outside or in the hall during the week of the inspection, although the reception timetable records set times for both indoor and outdoor physical education sessions. However, the teachers' high quality plans and assessments of previous lessons show that provision has been carefully considered to develop children's movement skills in a controlled and structured way. Detailed assessments of children's skills show that most children are on course to achieve the early learning goals in this area of learning and so are achieving well. Their skills in handling pencils, scissors, brushes and other tools are at expected levels because of the high focus on developing these skills. Children travel around the classrooms without bumping into the furniture or each other, they move chairs and trays safely and balance full bottles and boxes without spilling the contents or tripping over others. The outdoor facilities are poor, but through good quality planning and the effective use of support staff, appropriate opportunities are provided for children to run about and play with wheeled equipment in a controlled manner.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Effective teaching of direct skills is combined with very good opportunities for children to learn through play.
- Children are provided with a high quality range of activities that enriches their learning and encourages them to use their imagination.

Commentary

52. Staff plan a wide range of stimulating activities. The teaching is good and frequently very good. The children achieve particularly well with most attaining the early learning goals by the end of the reception year. They need a lot of help to learn important skills when they first

start school and therefore the direct teaching of these is the focus of many activities, along with very good opportunities for learning through playing together. For example, they are taught the skills needed to mix paint, and to use brushes of different widths and thicknesses to express their ideas by free painting. In texture pictures they use glitter, sand and other resources such as sequins and beads. They quickly learn how to use scissors and glue to confidently make models and collages. They make up their own stories and have free access to musical instruments to accompany their storytelling and for play. There is a wealth of opportunities for imaginative play in the 'home corners'. For instance, nursery children 'bought' concert tickets, sat as an audience, performed well-known nursery rhymes for each other and showed their appreciation with polite, but positive, clapping. In one such session, when supported by an assistant, four children had bought their tickets, but four more suddenly appeared and the 'concert hall staff' had to put out more chairs. In the end the entire enlarged group took part, and a substantial number of children in the nursery stopped what they were doing to listen and, unprompted, joined in the singing. The children regularly take part in planned music-making sessions with adults and are slowly building up a good repertoire of favourite songs and rhymes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards and progress have been maintained for older pupils and are rising for younger ones.
- Pupils with English as an additional language make good progress.
- Pupils do not achieve well in spelling across the school.
- Standards of writing are improving, especially those of older boys.
- The curriculum is good.
- Leadership and management of English are very good.
- Assessment strategies are very good and are used well by teachers in planning work and guiding pupils' learning.
- Marking is very good and helps pupils to improve.
- Resources in Years 3 to 6 are unsatisfactory because there is a lack of challenging reading materials for older pupils.

Commentary

53. Pupils' overall attainment across the school in English is satisfactory relative to their ages and abilities. Pupils' achievement is good overall, even though there are significant numbers of pupils with special educational needs or who have English as an additional language. These pupils in particular make good progress in their communication skills because activities and support are well matched to their needs. By the end of Year 6, a very high percentage of pupils attain the expected Level 4 and the higher Level 5 in statutory tests and tasks, compared to pupils in similar schools. However, in the current Year 6, despite making very good progress, a significant number of pupils with special educational needs in literacy are not reaching expected levels. The good progress pupils make reflects the good quality teaching, learning and support given by the teachers and teaching assistants, especially in their final two years. Good use is also made of a range of very high quality assessment procedures in matching work to meet pupils' specific needs. There has been a good improvement in provision since the previous inspection. Leadership and management of English are very good. The new but very experienced English co-ordinator carefully and very effectively monitors the work in classes, examines teachers' planning and lesson evaluations, and promotes very well the progressive development of both teachers' and pupils' skills. Her action

plan for the subject is clear, detailed and focused on maintaining and raising existing standards.

54. Pupils achieve satisfactorily in speaking and listening throughout the school. They make good progress overall, considering their lower than expected abilities when they enter the nursery. Most pupils listen carefully and make suitable responses in class discussions. They speak with a good level of confidence and explain clearly. Older pupils, especially in Years 5 and 6, are developing the ability to identify key points in complex discussions and to debate opinions with maturity, questioning the opinions of others and using an increasingly complex but accurate vocabulary in their replies.
55. National tasks and tests show Year 2 pupils attain well below expected levels in their reading, although there are those reading at the higher Level 3 who achieve well above pupils in similar schools. However, as a result of initiatives providing additional support on a daily basis, the percentage of pupils in the national tests in Year 6 are well above average for both the expected and higher Levels. Pupils in Year 2 are beginning to find information using an index and contents page and read together with reasonable fluency. Year 6 pupils read prose and poetry with a good degree of enjoyment, fluency and expression. Many pupils by Year 6 are avid readers, but their range of strategies for tackling difficult words is sometimes limited. Teachers provide appropriate instruction in how to use reference books and give pupils opportunities for research. However, the lack of a school library in the junior school means that library skills are not well developed for all pupils and there is a lack of confidence in finding reference books. Although all class teachers have gathered an appropriate range of texts to support their class topics, the lack of storage space and immediate access to a library mean that pupils cannot read a wide range of factual matter to follow up their particular interests.
56. The very good range of high quality assessments made of pupils' work really bears fruit when considering the standards of pupils' writing. Although the national picture suggests that boys' writing is weaker than girls, this is not an issue for the school because of teachers' constant monitoring and their very careful planning. Indeed, in the three years up to 2003, Year 6 boys achieved above the national median for boys of their age, while girls achieved close to that of girls of their age. Assessment of pupils with special educational needs and those with English as an additional language are used well to target support and plan interesting activities for them. This enables them to practise their skills and gain confidence to apply them in new situations. Besides writing in literacy lessons, all pupils have a weekly, extended writing session when their writing skills are developed well. Older pupils, for instance, consider the formality of approach, the vocabulary, layout, style and sequence of their pieces of work in producing their initial drafts. Although handwriting across the school is of a satisfactory standard, Year 2 pupils' knowledge and use of punctuation is less secure. Pupils understand the need for capital letters and full stops, but do not use them often enough. By Year 6, pupils are more secure in the range of punctuation they are encouraged to use. Across the school there are many pupils who make mistakes in spelling common words. This has been identified as an issue by the English co-ordinator and is an area for development.
57. The quality of teaching and learning was good overall, with some very good teaching observed in the classes of older pupils. Generally, teachers relate well to the pupils and this has a good, positive effect on attitudes to learning. The important features of the strongest practice were:
- very effective teaching methods employed, leading to high levels of pupil interest;
 - the enthusiasm of the teacher, resulting in pupils being keen to take part in lessons;
 - very effective questioning, ensuring that pupils understand the main ideas;
 - very good control and management, resulting in pupils behaving and concentrating well;
 - very good use made of all supporting adults, ensuring full inclusion of all pupils, especially those with special educational needs and those for whom English is an additional language;

- very effective marking of pupils' work, generally with the pupil present, and including helpful comments, praise and advice to help pupils to improve.
58. All teachers have high expectations of how pupils present their work and provide a language-rich environment and good quality resources to enable pupils to do so. Good attention is given to celebrating pupils' writing in displays in classrooms and around the school, generating in pupils a sense of pride and having a positive impact on the learning of all.

Language and literacy across the curriculum

59. Overall, teachers provide many very good opportunities for pupils to develop their literacy skills in work in other subjects, for example history and geography. Displays and pupils' exercise books show pupils investigating the settlement of Roehampton in their geography work, and researching the history of the town using a range of historical texts. Older pupils, writing about life in the 1930s and World War 2, investigated the Blitz from the point of view of locals caught up in the action, writing in letter and story form.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 6 in national tests and pupils achieve well. Pupils do not make enough progress in Years 1 and 2.
- Assessments, target setting, extra support and the monitoring of individual pupils supported are good.
- The good teaching in Years 5 and 6 classes engages pupils' interests well and they have a good attitude to this subject.
- Teaching assistants support pupils' learning very well.
- Improvements in the subject are well managed, but the impact of actions to raise standards is not always evaluated.

Commentary

60. Standards in National Curriculum tests at the end of Year 2 improved in 2004 but are still below those of similar schools. However, more pupils are reaching the higher level. Results in National Curriculum tests in Year 6 have remained consistently above the national average and pupils make good progress, particularly in Year 5 and Year 6. Standards of work seen during the inspection are close to average in Year 2 and remain above average for older pupils. Because of the improved teaching, pupils in Year 2 are now achieving satisfactory standards because teaching is good and basic skills are taught well. Pupils who are felt to have the potential to achieve well are now given very good support in small groups. This is helping them to make the good progress similar to those of Year 6 pupils, where this approach has been in place for some time. Pupils with special educational needs achieve well because teachers and teaching assistants are clear about their needs and support them very effectively. Pupils for whom English is an additional language make satisfactory progress because they receive good support from teaching assistants.
61. The strong focus on numeracy skills ensures that most pupils in Year 2 have a secure understanding of addition and subtraction and they are able to check their answers by using inverse addition. They are beginning to solve simple money and measurement problems. Most can identify the properties of two-dimensional shapes and standard measures such as centimetres and metres. Potentially higher attaining pupils in the small support groups could describe and sort three-dimensional shapes by their properties. They also knew a quarter turn was a right angle.
62. Pupils in Year 6 are able to plot negative numbers accurately within the four quadrants and solve problems based on their investigations. They are able to use decimals and fractions within their calculations of percentages. A group of higher attaining Year 5 and Year 6 pupils were able to complete an accurate scale drawing using bearings and displayed a very high level of mathematical knowledge during their investigations.

63. Teaching and learning throughout the school are always satisfactory and often good. They are particularly strong in Year 5 and Year 6. All teachers match their planning to the National Numeracy Strategy and ensure that pupils are aware of what is expected of them and how they are to achieve it. Lessons follow a logical sequence, beginning with a mental warm-up and ending with useful summing-up. The features of the better teaching include good subject expertise, challenging activities set at an appropriate pace for all abilities, and the use of searching questions to confirm or extend understanding. The impact of these features, combined with the good relationships that exist between most pupils and staff, encourages pupils of all abilities to put considerable effort into their work and learn well. Assessment procedures enable teachers to match the work well to pupils' needs and to set appropriate targets for improvement. There is a consistent and effective system of marking and recording pupils' progress which provides information of what pupils need to do next to improve and indicates clearly to pupils how they can make better progress. Pupils' attitudes to mathematics are good and most behave well and are keen to learn.
64. The co-ordinator has made good progress in her management skills following the shared co-ordination of the subject last year. She has developed her subject knowledge and skills and is able to provide support and advice for the rest of the staff. She has worked well with a local education authority (LEA) consultant in analysing information and setting clear priorities within an action plan. These have been discussed with staff and training has been provided by the consultant to improve practice. Planning is regularly checked and teaching monitored to ensure that agreed actions take place. The evaluation of the impact of these on the raising of standards is not always undertaken.

Mathematics across the curriculum

65. Overall this is satisfactory. However, the curriculum plan does not always make these opportunities clear for teachers. There are sufficient examples of pupils producing graphs and recording data in science. They use co-ordinates in geography and investigate date lines and an Ancient Egyptian number system in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are above average; pupils achieve well and have a good attitude to their work.
- Teaching is good in Years 3 to 6.
- Teachers assess pupils' progress well.
- Pupils make good progress in developing their investigative skills.

Commentary

66. Standards and achievement for Year 2 pupils are average. As at the time of the last inspection, standards in Year 6 are above average. Standards and achievement are above average in Year 6 because the science curriculum is well organised and older pupils are taught well. Teachers use assessment effectively to target support and most pupils have a good understanding of how they can improve.
67. Pupils in Year 2 make good links with mathematics when they sort materials according to certain properties such as 'rigid', 'flexible', 'magnetic' or 'shiny'. They use a venn diagram to show their results. Pupils in Year 6 know parts of plants and can explain clearly the process of pollination. They know the benefits of a healthy lifestyle for the body, including the care of

- teeth, and use scientific language accurately when discussing their ideas. They have a good understanding of what constitutes a fair test and use this information in their investigations
68. Teaching across the school is always satisfactory and is consistently good in Years 3 to 6. It is best when pupils are presented with suitable and challenging activities which involve them in the lesson. For instance, in a very good Year 5 lesson, the teacher used questioning techniques well to encourage pupils to think for themselves when investigating if a light source is reflected at the same angle as it hits the reflective surface. As a result, pupils worked successfully together to plan the investigation and to predict what might happen. A good link was made in a games lesson later in the week, when they compared their findings to the bounce of a ball. In a Year 6 lesson, pupils used the Internet to research food chains and understood and used language such as 'consumer', 'predator' and 'prey'. When teaching is less successful, teachers talk too long to explain what pupils need to do and pupils become restless while sitting on the carpet. All teachers make very good use of teaching assistants, which allows pupils with special educational needs to make very good progress and pupils with English as an additional language satisfactory progress.
69. There is currently no permanent co-ordinator, but the subject is well managed with interim arrangements. The school-devised scheme of work, from which teachers plan their lessons, is effective in maintaining standards and the special Year 6 work, which allows pupils to revise and consolidate their learning, is a major factor in these pupils performing well in national tests. Resources are good and well used.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Good teaching in the ICT suite is helping to develop and extend pupils' skills.
- Pupils with special educational needs are well supported in ICT by skilful learning support assistants, and consequently make good progress.
- The school has significantly improved its resources and staff expertise since the previous inspection.
- Pupils collaborate well together when working on the computers and are enthusiastic learners.
- Computers are still not used enough in the classrooms, particularly in Years 3 to 6, to support learning in other subjects.

Commentary

70. Standards and achievement have improved in both key stages since the time of the last inspection. The ICT suite, which had only just been set up at that time, is now well used to support pupils' learning. In Year 2, many pupils have made good progress in some aspects of ICT and are already working at the level expected by the end of the school year. Pupils can load programs independently and use them to write short texts and draw pictures and patterns. Year 1 pupils quickly learn to log on, load a writing and drawing program and use a variety of tools and colours to create a simple drawing and write their name. In Year 6, pupils' standards in ICT are average and they make satisfactory progress. They can use computers effectively to retrieve information from the Internet and are learning to use e-mail. They work confidently with spreadsheets and can analyse and present data in graphs. They use the computer to present the information in graphs. They know where computers are used in everyday life and how they can enhance people's working and personal lives.
71. All pupils have weekly lessons timetabled in the ICT suite. During these lessons, teachers demonstrate good subject knowledge and give clear, succinct explanations and instructions to the pupils. They use the interactive whiteboard to good effect to demonstrate new

techniques. This means that all the pupils make satisfactory progress. A strong feature of the work in the ICT suite is the extent to which pupils collaborate well to help and challenge each other to produce better work. They share the computers fairly, talk animatedly about the task, and make suggestions for improvements to each other's work.

72. Pupils with special educational needs and those with English as an additional language are well supported in ICT lessons by skilled teaching assistants who give the pupils extra help so that they achieve success in their learning.
73. The subject leader for ICT is new to the school and has not yet had an opportunity to monitor the ICT provision. However, she is implementing a school plan of how it intends to improve ICT in the future. There are a number of staff in the school who are able to provide good role models for effective ICT teaching, and a person is employed to maintain and support the computers in the suite.

Information and communication technology across the curriculum

74. During the inspection, pupils in the nursery, reception and Years 1 and 2 classes were regularly using the computer in the classroom to support their learning. There was little evidence of this taking place in Years 3-6. However, evidence in planning and the pupils' work indicates that ICT is used to support learning in other subjects. In Year 6, pupils used the Internet in geography to research population statistics and used a spreadsheet to present their findings. Pupils in Year 5 used the Internet to research information about Hampton Court before a visit and prepared a brochure using the computer to show what they had discovered. Pupils in Year 2, with support, used the Internet to research answers to questions which they had generated about Neil Armstrong. Pupils in the nursery used a tape recorder to record their talk and singing voices during a session.

HUMANITIES

75. As no lessons were observed in **history** or **geography**, it is not possible to form an overall judgement about provision in these subjects. From sampling the pupils' work and discussions with them, there is every indication that standards are average and that pupils are making satisfactory progress in both subjects. Evidence from planning and an interview with the humanities co-ordinator confirm the systematic teaching of all elements of history and geography, which is an improvement from that at the time of the previous inspection.
76. Standards in **history** in Year 2 and Year 6 are average. Year 2 pupils know the names of famous people from the past such as Grace Darling, George Stephenson, Alexander Graham Bell and Neil Armstrong. They are able to explain some of the events that made them famous. They were given opportunities to link with their design and technology lessons when making model rocket ships after learning about Neil Armstrong and his flight to the moon. They know days of the week, months of the year and know some of the differences and similarities between the lives of their parents when they were children, and their own lives. Year 6 pupils talk knowledgeably about Greek and Roman gods and know we find evidence about the past by the discovery of ancient artefacts and from ancient writings. They know about unemployment and means testing and their effects at the time of the Depression and the Jarrow March. They are knowledgeable about the causes of World War Two and about evacuation. Their knowledge of famous people was enhanced by studies in 'Black History' month, and they know about the lives of famous black people such as the nurse Mary Seacole.
77. In **geography**, standards are average in Year 2 and Year 6 and pupils make satisfactory progress. Most pupils in Year 2 know their address and that they live in or near Wandsworth. They know the points of the compass. They know maps help us to find our way and have used plans of the school to get from one place to another. Year 6 pupils know the world is round and is divided into continents and that the United Kingdom is divided into four different

countries. They are able to link well with their science lessons when they explain why we experience seasons. More able pupils in mathematics were able to draw a scale drawing using bearings and linked this effectively to map work.

78. Both subjects are enhanced with visits within the community, such as to Wandsworth Museum, and further afield to Hampton Court, The Thames Barrier and The Imperial War Museum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Insufficient evidence was available during the inspection from which to form judgements about provision in all aspects of these subjects. Inspectors looked at planning, spoke to pupils, scrutinised pupils' work where available and held discussions with subject co-ordinators. Evidence indicates that there are insufficient opportunities provided for pupils to reach their full potential in some of these subjects.
80. From an analysis of work in **art and design**, pupils across the school have an opportunity to work regularly with pencils and crayons. Their observational drawing is satisfactory and they use colour appropriately to enrich their drawings. However, there were few examples of them developing their knowledge of colour mixing, tones, tints and shades using paints. They explore the work of other artists and those of other cultures but too infrequently to explain how the style and techniques could be used to support their own work. There were no examples of work available to show how pupils use printing or techniques of sculpture. In these aspects, pupils were unable to explain how they could apply their skills when designing and making pieces of work. At present, the school does not have a co-ordinator and this hinders the leadership and management of this subject. However, the school is fortunate in having two teaching assistants who are talented artists and support staff in creating displays.
81. One lesson on gymnastics in Year 2 and one each in outdoor games in Year 3 and Year 5 were seen during the inspection. There was insufficient evidence to make a judgement on provision, or on the general quality of teaching and standards reached in **physical education**. The planning and structure of the three lessons seen were satisfactory. The lessons had a clear overall shape that included appropriate warm-up and cool-down activities. However, the unsatisfactory behaviour of a small number of Year 2 pupils during the gymnastics lesson in the hall prevented all the planned activities from taking place. Pupils were appropriately dressed but a number of pupils in Year 3 and Year 5 had to miss the lesson as they had forgotten to bring their kit. The school has limited accommodation in which to ensure its pupils make appropriate progress in all aspects of physical education. The hall is small, storage for apparatus is restricted and the split site situation reduces the amount of time pupils spend doing dance and gymnastics. There is a rota system for pupils in Years 3 to 6 to go swimming each term but a lack of continuity has meant that more than half of them do not reach the minimal standard by the end of Year 6. The outdoor spaces are also small and Years 3 to 6 teachers have to battle against the noise of traffic on the adjacent A3 road. These issues make it difficult to ensure coaching tips are heard by pupils and then for them to have sufficient space to practise and improve their skills. The subject co-ordinator supports colleagues effectively and works hard to ensure that older pupils take part and have some success in local competitions. She has developed sporting links with local schools, sports associations, interested parents and professional clubs. This enables older pupils to have an opportunity to receive coaching in football and cricket.
82. Across the school there is insufficient evidence to make a judgement about the composition and listening elements of the **music** curriculum. Although discussions with pupils took place, both older and younger pupils could remember little detail of what they had covered and talked only in general terms about what they could do. Teachers' planning shows music on each timetable, and planning sheets are annotated by evaluations of pupils' responses. No

music lessons were seen for older pupils during the inspection. However, pupils were heard singing during assemblies when their singing skills were as expected for their ages. Pupils have an opportunity to take part in whole-school performances during the year.

83. Two class-based lessons for younger pupils were seen. The Year 2 pupils failed initially to attain satisfactory standards in identifying notes of different pitch, although with much encouragement from the teacher, they were eventually able to sing the notes, pitching their voices to the keyboard, and achievement was satisfactory. The time for this session was very short, but the teacher built well on work started previously. Year 4 pupils had a longer session and attained satisfactory levels in listening to music and identifying and clapping the pattern of beats. The teacher made effective links to pupils' experiences and this set the scene for the listening activity. She had planned carefully from the school scheme of work and identified key questions that would develop learning appropriately. As a result, pupils' knowledge of the beat pattern was basic but improved as the session progressed.
84. Leadership and management are unsatisfactory overall. There is no member of staff with overall responsibility for music at present, although the school improvement plan indicates that this is to be addressed in the very near future. Improvement since the previous inspection is unsatisfactory. Although a commercial scheme of work has been implemented, staff have had little training. Resources are just satisfactory overall, although they are difficult to access by older pupils as they are stored in the infant school. Many instruments are in need of some 'tender loving care'. The school offers piano, woodwind and string lessons but pupils have to pay for these. At present there are no musical extra-curricular activities, such as a choir, although the headteacher is planning to start a guitar club and parents have offered to help run a choir.
85. **Design and technology** could not be inspected in detail and the only teaching seen was carried out in a cross-curricular literacy lesson. However, discussions with pupils and staff and examination of past work indicate that standards are satisfactory for pupils' ages and abilities and achievement is satisfactory for most pupils throughout the school. In Year 2, pupils talked enthusiastically about a project in which they designed and made model mobile telephones. They can draw simple plans and compile lists of materials and tools they need. Year 6 pupils were able to explain how they set about making model gas masks, African facemasks and Roman swords and shields. They also talked about making Indian sweets and biscuits. Most can choose tools and techniques appropriately to make their product and can assemble components precisely. They understand about food hygiene when they are cooking and about health and safety when using tools. They have not yet used computers to help them design and modify their designs for models. The school has maintained standards in design and technology since the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. There was insufficient evidence to make a judgement about the provision for pupils' personal, social and health education (PSHE). However, PSHE is a developing aspect of the school's work. There is a planned programme and guidance to support teaching from the Foundation Stage onwards. Children in reception are making good progress towards achieving the early learning goals in this area of learning and the vast majority of pupils in the other key stages show equally good progress, through their behaviour and attitudes and their willingness to work together and to help each other. Assemblies foster a sense of community and the system of class representatives enables all pupils to feel their views are valued and they can have an impact on the running of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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