

INSPECTION REPORT

**ST. SAVIOUR'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Brixton, London

LEA area: Lambeth

Unique reference number: 100620

Headteacher: Mr O Hemmings

Lead inspector: Mr M H Cole

Dates of inspection: 18th – 21st April 2005

Inspection number: 267942

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant
School category: Voluntary aided
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 205

School address: 65 Herne Hill Road
London
Postcode: SE24 0AY

Telephone number: 020 727 47986
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Appropriate authority: Governing body
Name of chair of S. Crooks
governors:

Date of previous 26th April 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This Voluntary Aided Church of England primary school is of broadly average size by national standards. It educates 205 boys and girls aged four to eleven. At the time of the inspection almost all available places were filled as the school is heavily oversubscribed.

The social and economic circumstances of parents are below average overall. The proportion of pupils entitled to free school meals is more than twice the national average. Nearly three-quarters of pupils are Black British, Black Caribbean or Black African. Most of the remainder are White British. About one pupil in nine is learning English as an additional language.

Pupils start at the school with overall attainment which is a little below average. A significant number of pupils join the school later than the normal starting age and quite often these pupils are at an early stage of acquiring English. Nearly a quarter of pupils, an above-average proportion, are identified as having special educational needs in learning or behaviour. One pupil has a statement of special educational needs.

The school received a national 'Basic Skills Quality Mark' in 2003 and a 'Healthy Schools' award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3369	Mr M H Cole	Lead inspector	science geography history music
1305	Mr B Rance	Lay inspector	
18498	Mrs D Morris	Team inspector	English Foundation Stage art and design design and technology special educational needs English as an additional language
32106	Mr J Zealander	Team inspector	mathematics information and communication technology physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Pupils of all backgrounds, abilities and needs achieve well. The teaching is good and the school practises a very strong commitment to including all pupils fully in learning opportunities that suit their needs. Very good provision for pupils' personal and social development leads to self-confidence, good attitudes and behaviour and the making of very good relationships. The school is led and managed well. It provides good value for money.

The school's main strengths and weaknesses are:

- the headteacher's clear vision of the school's aims and values and his commitment to seeing that the school meets the needs of all pupils;
- very effective ways of promoting interest, effort, co-operation and self-esteem amongst pupils;
- very good encouragement of pupils' understanding of right and wrong and respect for others;
- good teaching that is both challenging and very supportive for all pupils, including those with special educational needs and those for whom English is an additional language;
- a good, lively curriculum and a very good range of additional activities outside lessons;
- very good provision for pupils' care and welfare, supported by very good links with parents and community;
- checks on teaching, learning and pupils' progress are not precise enough to show exactly how teachers' and pupils' performance can improve.

Since its previous inspection in 1999 there has been good improvement in the school. Strengths have been maintained and weaknesses identified at that time have been rectified. Standards have risen and the test results of the oldest pupils have improved faster than nationally.

STANDARDS ACHIEVED

Pupils' **achievement is good**. The standards they reach compare favourably with their levels of capabilities and needs, and with their attainment when they started school. The school recruits pupils from a very wide range of backgrounds and with a very wide range of abilities and needs when they start school. In addition, the school recruits significant numbers of pupils with special educational needs and of pupils for whom English is an additional language. The mix of pupils starting at the school varies considerably from year to year. All of these factors need to be recognised in understanding pupils' standards and test results. They help to explain fluctuations in results from year to year and differences between subjects.

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

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

A* means the school's test results were in the top 5 per cent for schools nationally

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

As the table shows, the school has achieved the best results in English. This is because the school has rightly made a priority of ensuring as many pupils as possible reach at least the minimum expected standard for English. This has been reflected in the allocation of time and staff resources and the success of this strategy is seen in English standards at age eleven that compare very favourably with their standards when they started school. The standard of work of present Year 6 pupils is above average in English, average in mathematics and information and communication technology (ICT) and below average in science. (These were the only subjects in which standards were judged at this inspection.) In each of these subjects pupils in Years 3 – 6 are achieving well. The work of younger pupils, in Year 2, is of the standard expected for their age in mathematics and ICT and below that standard in English and science. In all of these subjects pupils in Years 1 and 2 achieve well in relation to their capabilities. Year 2 English standards reflect the fact that several pupils have special needs in relation to language or are at an early stage of acquiring English. Children in the reception class also achieve well and present class members are on track to achieve the goals children are expected to reach by the end of reception. Throughout the school pupils achieve well regardless of gender, ethnicity or capability. Pupils with special educational needs and those for whom English is an additional language achieve well.

The **very good** overall quality of provision for pupils' spiritual, moral, social and cultural development leads to **good** standards of attitudes and behaviour and very good relationships. The standard of attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching is of **good** quality with strength in all aspects of teaching. Teaching is well planned to ensure all are challenged and helped to make progress. Stimulating activities inspire pupils' interest and there are good opportunities for pupils to practise basic skills in literacy, numeracy and ICT across the curriculum. Full encouragement and support from both the teachers and the very effective teaching assistants lead pupils to try hard and concentrate well. Pupils' progress is assessed satisfactorily but they are not helped to understand clearly enough how they can do better. The curriculum is well balanced to meet pupils' needs and is enriched by visits, community links and a very good range of optional activities outside lessons. The school's very thorough and caring approach to pupils' welfare, and its very close links with parents, also enhance the quality of education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher, strongly supported by his deputy, leads the school with determination and a clear vision. School aims and values are very firmly held, shared and put into practice. Staff and pupils are firmly expected to give of their best and they are also well supported. Recent appointments of new teachers mean that responsibilities for subject leadership rest currently on the shoulders of a few staff and, consequently, too little time is currently given to checks on teaching and learning as a basis for planning improvement. Governors give good support to the shaping of the school's vision and direction. They see that the school meets its statutory requirements except for a minor omission of required information in the most recent school prospectus.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents are pleased with almost all aspects of the school. Where a small minority express concerns, inspection findings do not support them. Pupils say they like the school and this is evident in their enthusiastic and happy engagement with the life of the school and with both adults and fellow pupils.

IMPROVEMENTS NEEDED

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

- assess pupils' day-to-day progress more closely to set targets for pupils that show them exactly how to improve;
- make checks on the effectiveness of teaching and learning more rigorous to identify scope for improvement;

and, to meet statutory requirements:

- ensure all required information is published in the prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The oldest pupils' overall standards are in line with national expectations. They achieve well in relation to their capabilities and earlier attainments.

Main strengths and weaknesses

- In all of the main subjects inspected, pupils make good progress in their learning as they pass through the school.
- Results in the most recent national tests of English were well above the average for similar schools.
- In the great majority of lessons seen, pupils respond to challenging teaching with good effort and thus achieve well.
- Pupils achieve equally well regardless of background, gender or level of capability.
- Pupils with special educational needs make good progress toward their individual targets.
- Pupils for whom English is an additional language achieve well.

Commentary

1. Pupils entering the school's reception class as they approach age five represent a very wide range of backgrounds, capabilities and needs. The school recruits above-average numbers of pupils with special educational needs and of pupils for whom English is an additional language. A significant number of pupils join the school later than the normal starting age and quite often these pupils are at an early stage of acquiring English. The mix of pupils varies considerably from one year group to the next. These complications must be borne in mind when interpreting results in national tests. They help to explain fluctuations in results from year to year and differences between subjects.
2. Children in the present reception year have an overall profile of capabilities which is a little below average. They show a lively interest and engagement in the well-designed activities devised for them and achieve well. Their good progress means that they are likely to have reached the 'early learning goals' children are expected nationally to reach by the end of reception.
3. By the end of Year 2, current standards are average in mathematics and ICT, and below average in reading, writing and science.¹ Previous Year 2 pupils' results in the 2004 national tests were below average in writing and well below average in reading and mathematics.

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

Standards in:	School results	National results
Reading	14.4 (16.0)	15.8 (15.7)
Writing	14.0 (14.9)	14.6 (14.6)

¹ This inspection focused mainly on English, mathematics, science and ICT and overall judgements of standards and provisions are made only in these subjects. As this is a Church of England school and religious education has a denominational character, this subject was inspected separately and is reported elsewhere.

Mathematics	14.9 (16.2)	16.2 (16.3)
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*There were 28 pupils in the year group. Figures in brackets are for the previous year
The average points scores for over 90 per cent of schools are in the range 11-19 points*

4. Both the previous and present Year 2 groups include significant proportions of pupils with special educational needs or for whom English is an additional language and the overall profile of capability is below average. When account is taken of individual pupils' capabilities and needs, and their attainment when they started school, pupils achieve well. Below average standards in English particularly reflect the fact that these pupils started at the school with generally low, and in some cases very low, language skills. Although they are progressing well, a significant number of these pupils have had insufficient time to catch up with the national standard. Science standards below what is expected reflect the fact that the school has rightly focused its time and resources on language and literacy with the result that rather less time than normal is devoted to science.
5. The oldest pupils taking the 2004 national tests in Year 6 achieved results in English that were well above both the national average and the average for similar schools. Mathematics results were below the national average but in line with the average for similar schools and science results were similar to both the national and the similar-school averages.

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

Standards in:	School results	National results
English	28.6 (30.0)	26.9 (26.8)
Mathematics	26.6 (26.8)	27.0 (26.8)
Science	28.6 (30.0)	28.6 (28.6)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.
The average points scores for over 90 per cent of schools are in the range 23-31 points*

6. The school's best results are in English because of the priority the school gives to the subject in allocating time and staff resources. By Year 6, most pupils who started out with weak language skills or who were learning English as an additional language have largely caught up with the national standard. Looking at the school's test results over the last five years, the general picture is of standards which are rising more rapidly than the national trend.
7. The work of present Year 6 pupils exceeds the national expectation for pupils' ages in English, matches the expectation in mathematics and ICT and falls below the expectation in science. That this picture of standards is a little less favourable than that from the last two years' test results reflects the particular profile of abilities and needs in the present Year 6 group. When pupils' capabilities, needs and previous attainment are taken into account, these pupils are achieving well.
8. Good achievement is evident throughout the school in lessons seen. Teachers set challenging and attractive tasks and pupils respond with interest, concentration, effort and good behaviour.
9. Pupils achieve well regardless of their levels of capability, their gender or their social or ethnic background. Pupils with special educational needs achieve well. They receive good support in lessons and intensive teaching of skills so that they make

good progress in all aspects of their work. Pupils with learning difficulties and those with behavioural difficulties achieve equally well. Pupils for whom English is an additional language make good progress in developing their English and in learning generally. They benefit from good quality support and guidance and are fully included in all aspects of school life.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Overall provision for their spiritual, moral, social and cultural development is **very good**. The level of attendance is **very good** and punctuality is **good**.

Main strengths and weaknesses

- Pupils show a very good level of interest in and enthusiasm for school activities.
- The school encourages pupils' self-confidence very effectively.
- Good guidance from staff leads pupils to make very respectful and harmonious relationships with fellow pupils and adults alike.
- The school has a very thorough and effective approach to encouraging pupils to reflect on right and wrong and to act accordingly.
- Pupils behave in a sensible and orderly fashion around the school.
- The level of pupils' attendance is well above average.

Commentary

10. Pupils report in questionnaires and discussions that they like school, enjoy learning and find teachers caring and helpful. Their views are confirmed by observations of lessons where pupils respond keenly and attentively, concentrate well and try hard. Pupils also behave in a sensible and co-operative way in lessons and around the school, making this a calm, relaxed but orderly school. This atmosphere and the very good relationships found provide a very suitable environment for pupils to learn and develop personally.
11. A notable feature of the school is the marked maturation of pupils personally and socially from their earliest days in the reception class through to Year 6. Gains in self-confidence are especially significant. These reflect the way school staff care for, encourage and value pupils by the way they listen and respond to them. They also create the security of very clear expectations and good help to meet them. The school gives pupils a wide range of opportunities to find fulfilment and success and it celebrates pupils' achievements, both within and beyond the school, emphatically.
12. The school staff are very good role models for pupils in the respect and care they show towards pupils and in their evident commitment to treat all fairly whatever their background, ability or needs. A sense of fairness and of respect for others who are different permeates the life of the school.
13. School rules are discussed in a way that helps pupils understand moral rights and wrongs and encourages them to follow these principles in their own behaviour. In assemblies, 'circle time'² and some lessons, pupils are helped to think about their own values and feelings about behaviour and relationships. Such events, the activities of the school council, a good many charitable enterprises and links with many community

² 'Circle times' are opportunities for pupils to take turns to offer personal thoughts, feelings or concerns as they wish within a framework of rules that encourage respectful listening and supportive responses.

organisations give pupils a good start in learning individual responsibility and a cooperative approach to the community. They also are given very good opportunity and encouragement to appreciate and respect the diverse cultural traditions represented in their society and their school. This, too, plays an important part in promoting pupils' respectful attitudes to all around them.

14. A small number of pupils were temporarily excluded from school last year for unacceptable behaviour, mainly related to particular pupils' emotional and behavioural problems. Exclusion was not instituted until after much effort by staff and involvement of parents and, sometimes, specialist external agencies to help the pupils concerned. Bullying and harassment are not significant features of this school and parents express confidence in the school's prevention of such matters. Pupils of different backgrounds work and play together harmoniously. The behaviour of pupils with special educational needs is good. They respond well in and around the school. Good behaviour plans ensure that any difficulties are well managed and quickly improved.

Attendance

15. In 2003/4 pupils' attendance at school was well above the national average. The procedures for encouraging and monitoring attendance are thorough and the procedures for monitoring lateness are very rigorous. Even so there are a small number of families who do not yet understand the importance that the school places on punctuality and that the late arrival of pupils at school - however little that may be - disrupts the start of the day and pupils' learning, not only for the pupils who are late but also the rest of the class.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.3	School data:	0.1
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. There is **good** teaching of a good curriculum. Provisions for pupils' care, guidance and support, and links with parents, are **very good**.

Teaching and learning

Teaching and learning are of **good** quality. Assessment of pupils' progress is **satisfactory**.

Main strengths and weaknesses

- Lessons are well planned to teach knowledge, understanding and skills systematically, taking account of the capabilities and needs of all pupils.
- Teachers make learning challenging, enjoyable and stimulating.
- Skilful management of pupils leads them to try hard, concentrate fully and behave well.
- Teachers use ICT well to support teaching and learning.
- Teaching assistants make a very effective contribution especially in supporting pupils finding difficulty.
- Although assessment of pupils' work is sound, it is not used to show pupils clearly enough how they can improve.

Commentary

16. Teaching and learning of good quality are found at the Foundation Stage (the reception year) and in Years 1 – 6. The great majority of lessons show teaching of good quality and a quarter are of very good quality. Very occasionally there is an unsatisfactory lesson. The overall profile of lesson quality represents an improvement on that found at the previous inspection.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (26%)	19 (61%)	3 (10%)	1 (3%)	0 (0%)	0 (0%)

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

17. Teachers plan lessons well. They know the subjects of the curriculum well and identify clearly what pupils are to learn. Teachers make sure that pupils make progress in the necessary knowledge, understanding or skills through systematic teaching that always challenges pupils to take new steps that build on their previous learning.
18. Teachers are thoughtful and resourceful in making lessons interesting and enjoyable for pupils. This is accompanied by good skills in managing pupils. Teachers set clear and high expectations of behaviour and they make good relationships with pupils based on encouragement, praise and caring support. They listen with interest to pupils and this builds mutual respect. Consequently most pupils are willing to please in both their work and their behaviour, lessons are nearly always calm, orderly and happy events and pupils learn well. There are a few occasions, however, when pupils become inattentive and restless towards the end of long lessons.
19. Teachers make good use of ICT to support their teaching, for example by attractive presentations using classroom interactive whiteboards³. They also give pupils good opportunities to learn across the curriculum through the use of ICT. This adds valuably to the stimulus of the teaching and pupils' interested engagement in learning.
20. Another positive feature of the teaching is the way it ensures pupils with widely differing capabilities are both challenged by their work and given the necessary help to succeed. In providing for diverse needs, teachers benefit from the very good contribution made by the teaching assistants allocated to some classes and lessons. Assistants collaborate very well with the teachers, make very good relationships with pupils and provide well-planned and intensive help, sometimes in the classroom and sometimes with small groups elsewhere. Teaching of pupils with special educational needs is good. Tasks are clearly differentiated for each ability group, particularly in the core subjects of English and mathematics. The special needs teachers and teaching assistants are skilled at explaining work and supporting each pupil so that these pupils are fully included in lessons. For example, assistants were often observed explaining vocabulary and ideas as pupils shared texts and listened to instructions. Teachers have all received training to promote the language and learning skills of pupils who use English as an additional language. Teaching assistants are used well to support

³ Large touch-sensitive screens on which images are displayed by a projector linked to a computer, as an alternative to a conventional monitor. Teachers and pupils can control events by touching the screen, instead of using a keyboard or mouse.

language and promote understanding. They play a very important role in the success of this aspect of the school.

21. Teachers know their pupils well as individuals and plan day-to-day teaching well to suit them. They keep watch over pupils' progress and mark their work satisfactorily, but often do not give pupils enough clear, specific feedback to help them understand how they can improve. Pupils' long-term progress is assessed systematically across the curriculum, with the most extensive procedures appropriately applied to basic skills of literacy and numeracy. Assessment in most other subjects has improved since the previous inspection and is satisfactory overall, though assessment in music and physical education is still at the planning stage. Assessment information is used effectively to plan the support pupils need, identifying individuals and groups for extra help. It is also used to set targets for pupils' future attainment in English and mathematics, which are then used to check both pupils' further progress and the effectiveness of teaching and learning. Group targets are shared with older pupils, but they show some difficulty in remembering and understanding these general, long-term targets.

The curriculum

The breadth of curricular opportunities is **good** and there is **very good** enrichment of the curriculum. The school has **satisfactory** accommodation and resources.

Main strengths and weaknesses

- The school practises a firm commitment to including all pupils in learning opportunities suited to their needs.
- Good provision is made for pupils with special educational needs and for those for whom English is an additional language.
- There are good opportunities across the curriculum for pupils to apply and practise their skills in literacy, numeracy and ICT.
- Very good opportunities are provided for pupils to extend their learning through activities outside the classroom and beyond the school day.
- There is a good programme of PSHE (personal, social and health education).

Commentary

22. Pupils are provided with a balanced curriculum, which gives appropriate emphasis to work on basic skills, especially in literacy where a significant number of pupils begin at the school with limited skills in English. This is but one reflection of the school's commitment to ensuring all pupils have access to a curriculum suited to their needs. Further aspects of this commitment are the thorough and effective provisions made to support both pupils with special educational needs and those for whom English is an additional language. Provision for pupils with special educational needs is good. Individual education plans clearly indicate the targets to be achieved and these are regularly monitored by teachers and by the co-ordinator. Good planning for lessons ensures that different tasks are set for each ability group, ensuring success and helping to raise self-esteem. Pupils and parents are fully consulted in setting targets and agreeing strategies so that each pupil can achieve at their own level. Good support from the local education authority, as well as the school's own staff, ensures that provision for pupils who use English as an additional language is good. Pupils are able to access lessons and receive clear explanations and help wherever necessary. Because of this, these pupils achieve well.

23. The school has responded fully and thoughtfully to national requirements for, and guidance on, the curriculum, both at the Foundation Stage and in Years 1 to 6. All statutory requirements are met. There is good, systematic provision for pupils to acquire clearly defined knowledge, understanding and skills and at the same time to find learning relevant and enjoyable. Thoughtful links between work in different subjects give purpose and meaning to the work in ways that pupils can understand. The planning of the curriculum also provides good opportunities for pupils to apply and practise their developing skills in literacy, numeracy and ICT across the range of subjects. Encouragement of speaking and listening skills is especially thorough and effective.
24. The school has a good, thorough and fully comprehensive programme for PSHE. Objectives, teaching methods and available resources are clearly identified. Good provisions for health education have recently been acknowledged by a national 'Healthy School' award. Close relations with external agencies lend good support to these activities. For example, the practice nurse from the local health centre, who is already known to many pupils, helps with the teaching of health education.
25. Enrichment of the curriculum is very good and is a major strength of the provision at the school. The local area and amenities are used very well to extend pupils' skills and awareness of the world around them. There have been recent visits, for example, by Year 6 to the local fire station as part of the Junior Citizen Award and to the wildlife centre at Dulwich to investigate creatures and living things as part of science. Year 3 pupils have recently visited the Dulwich art gallery to study portrait paintings and have since painted portraits themselves. Younger pupils have enjoyed visits to a synagogue as part of religious education studies, to Pizza Hut to research healthy eating and joined in the Lambeth music festival. The school takes every opportunity to provide rich and exciting experiences for pupils that extend and support their learning in many areas, particularly their spiritual, moral, social and cultural skills. They have celebrated World Book Day by dressing up as their favourite characters from a book, have visited theatres and many art galleries. Black history and art are celebrated regularly.
26. Links with a range of community organisations help to broaden the range of opportunities. Sports and the arts, for example, benefit from links with Surrey Cricket, Fulham Football and the Royal Ballet. These organisations help to provide optional activities outside lessons. The effectiveness of the good range of well-attended and well-organised after-school sports clubs may be seen in the school's striking success in inter-school competition despite its relatively small size for a London school. Clubs for art and for computing also meet after school and there are occasional opportunities to rehearse and perform in musical events. Further enrichment of musical opportunity takes the form of instrumental tuition from part-time teachers employed by the school; a substantial number of pupils take part in this tuition. A link with the Italian consulate provides for a visitor to teach pupils an occasional 'taster' programme of Italian and further develop their awareness of the diversity of their world.
27. Overall, the school has satisfactory resources of staff, equipment and accommodation to support the curriculum. There are a good number of well-trained and effective teaching assistants to support the teaching and learning of pupils who have special educational needs or are at an early stage of learning English. In this densely populated part of London, the school has limited outdoor space for physical education, but it has recently built a good, new assembly hall, which provides a good space for indoor physical education and has fully answered a weakness identified at the

previous inspection. Space for ICT is limited, but a good arrangement with a neighbouring school for shared use of its computer suite minimises the disadvantage.

Care, guidance and support

The school's care of pupils' welfare is **very good**. Guidance and support for pupils are **good** and the way that the school listens to and involves them is **satisfactory**.

Main strengths and weaknesses

- Procedures for ensuring the welfare, health and safety of pupils, including child protection, are very thorough so that pupils have a safe environment to live and work in.
- All staff have a good knowledge of the pupils.
- The monitoring and guidance of pupils finding difficulty at school are good.

Commentary

28. Good child protection procedures are in place with the headteacher having the role of designated person. All members of staff know their responsibilities well in this regard. Routines for dealing with first aid, medicines and accidents are well established and careful risk assessments in relation to health and safety are carried out conscientiously by the governors and site manager every term. Safety checks on potentially dangerous equipment take place annually, alarms are tested regularly and practice evacuations of the premises take place each term.
29. Teachers, classroom assistants, administrative staff and governors know the pupils and their families very well. This is particularly the case because many are also members of the congregation at St. Saviour's. Staff speak to pupils in a calm and caring manner and pupils clearly feel that they can confide in staff. Through the use of circle time, PSHE lessons and private discussions, staff are able to share very effectively in the pupils' personal development and this is clearly shown in the perceptive comments that teachers make in the annual reports to parents. Guidance and support for pupils who find difficulty, either in personal and social matters or in learning, are close and effective. Needs are carefully identified and provided for well. The school works very closely with parents and makes very good use of external agencies in supporting pupils in difficulty. The overall monitoring and recording of pupils' academic progress are systematic, but do not always lead to sufficiently clear guidance to pupils on how to do even better.
30. A school council has been set up and through this the pupils have recently had a good involvement in deciding how the resurfaced playgrounds should be marked out and how some aspects of the toilet facilities might be improved.

Partnership with parents, other schools and the community

The school's partnerships with parents and with the wider community are **very good** and links with other schools are **satisfactory**.

Main strengths and weaknesses

- Parents have a high regard for the school.
- Parents receive detailed information about the school and reports to parents about their children's progress are of a high standard.
- Parents, the church and the wider community are closely involved with the life of the school.
- The school's prospectus does not fully meet legal requirements.

Commentary

31. Parents are happy with the school. Questionnaire responses and discussions with parents, at school, informally and at the parents' meeting, show that the great majority of parents are happy with almost all that the school does. Only a very few minor concerns were expressed and inspection findings do not support them. Parents appreciate the clear Christian ethos of the school, the care that the school takes, the standards of behaviour and their children's good achievement. Parents enjoy the open door philosophy of the school and feel very comfortable approaching the school at any time if they have any concerns about their children. The school provides parents with relevant information through regular newsletters. Annual reports on individual pupils are of very good quality. They are detailed, thorough and include helpful comments on areas where pupils need to improve, along with targets for next year. Reading ages are recorded and the reports also include detailed commentary on personal development, pupils' own comments and the headteacher's helpful observations.
32. The formal documents for parents, namely the prospectus and governors' annual report, are both attractively presented as well as being informative. However, the prospectus does not conform exactly to regulations on the publication of national test results and absence data.
33. Parents help their children at home in their reading and homework assignments. They attend school functions and make themselves available to accompany school trips. Together with the local community they also keenly support the fundraising activities of the Parents, Staff and Friends Association, which regularly raises substantial funds that have been used to improve the school's facilities and provide additional resources. All this very good parent and community involvement in the life of the school gives very good support to pupils' opportunities, personal development and achievements.
34. Links with the local community and the church are very strong. The priests from St. Saviour's Church are school governors and take an assembly most weeks. Many pupils worship at this church with their families each week or attend the popular Sunday School which takes place in the school. There is also an annual leavers' service in Southwark Cathedral. Pupils enjoy a range of sports activities supported by local organisations, including football with Fulham FC and cricket at The Oval. They also enjoy visits to numerous nearby places of interest including several different museums, a wildlife centre and the places of worship of other religions. Each term the pupils raise money in a variety of ways for local and national charities. All these

activities greatly enrich the educational experience for the pupils and help them to develop a strong sense of their place in the wider community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good** overall. Governance of the school is **good** and the leadership of the headteacher is **good**. The overall leadership provided by other key staff and the management of the day-to-day work of the school are **satisfactory**.

Main strengths and weaknesses

- The headteacher leads the school well with a clear vision and very good support from the deputy headteacher.
- School staff show strong commitment and good teamwork.
- The provision for pupils with special educational needs is well led and managed, as is the provision for pupils with English as an additional language.
- Induction of staff new to the school is very good.
- Some teachers cover several roles as subject leaders and this limits their impact in supporting checks on the school's performance.

Commentary

35. The leadership of the headteacher is good. He sets the tone for the school with his example of commitment, high expectations, respect and care for others. The headteacher has a clear vision of how the school is to develop and of the values that will underpin all the work of the school. These values are fully implemented in the day-to-day life of the school, which is very inclusive for all groups of pupils and where leaders provide very good role models. The headteacher works in close and effective partnership with an able deputy headteacher, who shares his vision for the school and works hard to support teachers in their daily work. There is a strong sense of teamwork and all in the school, including teachers, teaching assistants and non-teaching staff, feel valued and work well together to ensure that all pupils are taught well and enjoy a wide range of worthwhile experiences.
36. Governance of the school is good. The governing body is complete and has a wide range of expertise, which is used well to support the school. The governing body is well informed about the school and knows its relative strengths and weaknesses, working with the headteacher to develop plans to put in place actions that will raise standards. Since the last inspection the governing body has ensured that the new school hall has been completed and that it meets the needs of the school that were identified as issues in the last report. Governors are very supportive but challenge the headteacher and staff as part of their role as critical friends. Governors ensure statutory requirements are met apart from one minor omission of required information from the school prospectus.
37. The management of the school is satisfactory overall; it has some strengths and some weaknesses. The Foundation Stage provision is well managed and this has a positive impact on children's achievements. Leadership of special educational needs is good. Each pupil's needs and achievements are well documented and a good range of training for staff ensures that needs are well met. Teaching assistants are very effectively deployed and managed, and play a very important part in the success of the special needs provision overall. Leadership and management of provision for pupils who use English as an additional language are good. Pupils' needs are well documented and their progress is tracked carefully as they move through the school.
38. In the management of other aspects of the school's work a number of teachers have responsibility for more than one curriculum subject. This reduces the impact that they can have as subject leaders and this is borne out in the limited opportunities they have to observe teachers and monitor standards in these subjects. This staffing structure arises from the recent appointment of a number of newly qualified teachers and the situation is expected to change when these teachers take on more responsibilities as planned. The strategies to implement fully and develop the roles of subject managers

are still at an early stage. As yet very few have had the opportunity to observe lessons, although plans to introduce this 'next step' are in hand. Subject leaders produce plans to improve their subjects and some have begun to check on learning through work sampling and the use of tracking documents.

39. The headteacher ensures that all staff contribute to the drawing up of plans to improve. These plans are well focused and provide a useful tool for raising standards. The school's performance management systems now include teaching assistants and are used to set targets and identify staff development needs. The headteacher makes a major contribution to this identification through the quality of his checking on lessons.

40. The school's finances are well managed. The arrangements for ensuring the propriety of the school's day-to-day transactions are good. Expenditure is carefully thought out and linked to the plans for improvement with best value principles at the heart of spending decisions. Administrative staff are effective and spending is monitored and reported on appropriately. Governors have been faced with a large deficit from the last financial year brought about by unexpected staff support costs and capital expenditure towards the repairs to the church hall that the school used previously. Working with the local authority, they have a plan to repay this over the next few years and have taken effective measures to soften the impact on the current school expenditure plans.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	669,931	Balance from previous year	- 42,774
Total expenditure	645,071	Balance carried forward to the next	- 17,914
Expenditure per pupil	3,209		

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

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

41. Children start in the reception class with a wide range of abilities and needs and the profile of these varies considerably from year to year. Generally the picture is of pupils starting with below-average attainment for their age. A relatively large proportion of children starting school have limited experience of English as their mother tongue and there are others who have special educational needs. On entry to reception, children's knowledge and experience are below expectations for their age in their personal, social and emotional development, communication, language and literacy and mathematical development. Good teaching coupled with a wide range of practical activities ensure that children make good progress. Teaching in the reception class is shared between two teachers during the week. However, planning and preparation ensure that children have a consistent approach through the week. The teachers are supported well by a qualified nursery nurse. Teachers give clear explanations and emphasise in their planning and introductions what children will learn. This ensures they know what to do. National guidance is successfully used to plan the curriculum. However, there are insufficient opportunities for children to plan and organise their own activities in the classroom, mainly because the accommodation is cramped. The area outside provides good opportunities for children to develop their learning and their motor skills through focused play with a range of play equipment. Improvement since the last inspection is good with the provision of the safe outdoor area that enriches the children's experience. The Foundation Stage is led and managed well, ensuring good teaching, very effective management of the children and a lively curriculum relevant to the children's needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for this area of learning is **good**.

Main strengths and weaknesses

- Children soon learn to join happily, keenly and cooperatively in learning and play.
- Strong promotion of good behaviour extends children's concentration levels.
- Cramped accommodation reduces opportunities for pupils to show independence and responsibility in their learning.

Commentary

42. Teachers work hard to make the classroom attractive and welcoming. This ensures that children enjoy coming into class. They settle quickly at the start of the day. A calm and ordered atmosphere supports the children well in becoming confident about school. Children respond well to staff and to each other. They listen attentively, are keen to learn and behave well. They play well together, make a wide circle of friends and share ideas and equipment well in play. This has a positive impact on their development and sets a good tone for the rest of their time in school. The good teaching, with consistent and good routines, helps children learn and achieve well against their prior attainment and they are on course to meet in full the early learning goals, which set the national expectations for children completing the reception year. Children have good levels of independence and most wash their hands and change for physical education unaided. However, opportunities for children to take

responsibility for activities and initiate their own learning are limited by the space available which is relatively small for a reception classroom, especially as a good deal of it has to be used for storage of equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Teachers successfully extend children's vocabulary.
- There is good promotion of listening and speaking skills.

Commentary

43. Children are keen to talk about things that interest them, but use a limited range of vocabulary. Good teaching uses good strategies to promote the development of a wider range of vocabulary, for example having key words on display to which reference is made. All adults in the class work sensitively to help children use the correct vocabulary and grammar, gently but firmly correcting mistakes, prompting and asking questions to help children develop their skills in language. This is exemplified in the way that teachers encourage the more able to use technical vocabulary. In one lesson seen, children were able to name the three key parts of an insect and could use the word 'abdomen' accurately and copy it correctly onto their drawings of a bee. Teachers model language well in both the written and oral form for children to follow. This supports those children for whom English is an additional language well and they make good progress. They try to ensure that all children listen carefully to instructions and, in vocabulary work, to the sounds of the words and the letters. A wide range of writing activities ensures children make sound progress in writing and understand how it conveys meaning. These good methods help all children learn and achieve well. By the end of reception, the great majority meet the early learning goals.

MATHEMATICAL DEVELOPMENT

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Good emphasis on mathematical vocabulary and practical activities leads to good achievement.

Commentary

44. Sessions are clearly focused on mathematical understanding. Teaching is good, placing a strong emphasis on developing mathematical vocabulary and using practical demonstrations to ensure the children understand the key ideas. Consequently they learn and achieve well. For example, in developing the children's understanding of ordering numbers, the teacher had prepared a washing line on which the children pegged numbers in order and then encouraged the children to write the numbers correctly on their own number line. A good range of practical activities such as the class shop and model making ensures that children have opportunities to practise using numbers and values in 'real' contexts. There are opportunities for children to develop their understanding of capacity and shape in the 'play' activities with sand and water and construction toys. Charts and posters help children develop their understanding of number and shape. The children achieve well and the great majority are expected to meet the early learning goals in mathematical development by the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Good use is made of the outside area to study the environment.
- A wide range of activities extends children's awareness of their world.

Commentary

45. Good teaching ensures children have good opportunities to develop their senses to extend their knowledge and understanding of the world around them. Teachers make good use of the outdoor area to help children recognise signs of new growth and ensure that they continue the interest in the classroom. For example, they are encouraged to develop careful observations and enquiring minds with questions next to the seeds and plants they are growing. They talk accurately about what they have learned and explain that plants without light and water will not grow. Work on honeybees showed that children have developed good understanding and can recall key information. Teachers use questions carefully and support the children's responses through good use of praise and sensitive correction where there are mistakes. The resources for information and communication technology are used regularly and children are keen to use the power of the computer to complete activities that reinforce their learning. They treat all the equipment responsibly. Children learn and achieve well and are likely to reach the expected standards in this area of learning by the time they join Year 1.

PHYSICAL DEVELOPMENT

Provision in this area of learning is **good**.

Main strengths and weaknesses

- There are good opportunities for pupils to practise both small movements in the classroom and large ones outside.

Commentary

46. The Foundation Stage benefits from the new hall and the improved playground that mean that children are more able to develop their physical skills through the use of the apparatus and using a variety of wheeled toys to ride, push and pull. There are good opportunities for children to learn to control small pieces of equipment, hold pencils, brushes and scissors correctly. They show good control and produce model honeybees from modelling clay with good attention to colours and parts as well as relative sizes produced through careful use of fine motor skills. Good teaching helps the children learn and achieve well and they are on track to reach the expected standards in this area of learning by the end of the Foundation Stage.

CREATIVE DEVELOPMENT

47. No teaching in this area of learning was seen so it is not possible to make a judgement about provision. Children play well together in role-play situations, such as acting out their versions of visits to the shop. Well-organised resources help them learn to choose which role they will play. They discuss their shopping and pay at the

till! Good guidance by the teaching assistants ensures that the opportunities to develop knowledge, understanding and language are taken. Assessment records suggest that the children achieve well and are likely to meet the expected standards in this area of learning by the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in all aspects of English, leading to standards that are above average by Year 6.
- Pupils enjoy English and have very positive attitudes in lessons.
- Particularly good use is made of support staff in English, which ensures full inclusion.
- Provision for pupils with special educational needs and those with English as an additional language is very good in all classes.
- Monitoring of pupils' books is limited and does not always help pupils to improve.

Commentary

48. Taking account of pupils' attainment when they entered the school, they make good progress and achieve well in speaking and listening, reading and writing. This is similar to the last inspection. The 2004 tests showed that standards in reading and writing were below average at the end of Year 2, although they were just above those found in similar schools. This was because the Year 2 class had a higher than average number of pupils with special educational needs and a higher number of pupils with English as an additional language. Inspection evidence found that there is a similar picture in the current Year 2 class and standards are expected to remain just below average because of this. Standards in reading and in speaking and listening are better than those in writing. The 2004 tests also showed that standards in English for pupils at the end of Year 6 were well above average and were very high in reading. They were well above those found in similar schools. Inspection evidence suggests that standards of the current Year 6 are not as good as they were in 2004, but they remain above average in all aspects of the subject. The dip is due to the higher number of pupils with special educational needs and English as an additional language in the class.
49. Younger pupils in Years 1 and 2 achieve well in relation to their abilities. They develop their speaking and listening skills through a good range of discussions, shared tasks and peer partnerships. In one lesson, Year 2 pupils used question words well to find out information about 'The Great Fire of London'. They spoke politely to the person in the 'hot seat', taking turns and showing good awareness of the roles of speakers and listeners.
50. In the older classes, the good focus on extending pupils' vocabulary results in good levels of confidence and self-esteem in speaking aloud in class. Both boys and girls in a Year 5 lesson achieved well as they discussed the different 'shades of green' described in the story 'The Green Children'. They showed in their answers that they had thought carefully about the story. By Year 6, pupils can conduct an interview, adapting their speech well for their purpose.

51. Reading skills are developing well in all classes and pupils achieve well in reading. This is because of the high focus placed on reading across the school, which is having a very positive impact. Pupils enjoy books. Every opportunity is taken to share stories with them and to encourage reading. Younger pupils in Year 2 read with interest and fluency and have good phonic skills to help them build unknown words. By Year 6, the vast majority of pupils read independently, identifying key themes, characters and plots in their books. Pupils with very high reading skills benefit from specialist provision to extend and raise their standards even further.
52. Writing is a current focus for the school. Pupils all achieve well and write for many different purposes. In Years 1 and 2, they benefit from the good use of writing frames which help them to organise their work. Because these are effectively differentiated, pupils of all abilities can succeed. Year 2 pupils were able to write several sentences or phrases about 'The Great Fire of London', making good use of historical vocabulary. The highest attaining pupils in Year 2 have developed a good, fluent, joined style of handwriting. Older pupils continue the good achievement. In Year 4, for example, a good shared focus on the text 'The Peacock Garden' led to some high quality shared writing in which pupils showed good understanding of complex sentences as they helped to build up a descriptive piece. By Year 6, pupils undertake a wide range of extended writing, drafting and re-drafting to improve their style and accuracy.
53. The quality of teaching in English is good, with some very good teaching seen in Year 6. Lessons are well planned and pupils' behaviour is particularly well managed in almost all classes. Because of this, learning is good. Pupils behave very well in lessons, enjoy the subject and are keen to take part in discussions or to read and write about some of the exciting texts that are available. The use of 'talking pictures' in many lessons is a key feature in promoting positive relationships and attitudes. Teachers plan lessons well and make very good use of support staff to manage the differing needs of the pupils. This leads to very good inclusion. Support staff work very hard to guide pupils with special educational needs and to help pupils with English as an additional language to understand the lessons. Because of staff commitment and skills, all of these pupils are positive about their learning and make good progress. Support for individual needs, including those of higher attainment, is very good.
54. Leadership of English is good overall and there is a good overview of the subject's strengths and weaknesses. Management is satisfactory. Test results are appropriately collated so that pupils' achievements can be tracked as they move through the school. However, the monitoring of pupils' books, including the marking of their work, is not as thorough as it could be. There are times when pupils' spelling mistakes go unnoticed for lengthy periods. This results in repetitive mistakes. Pupils are not always aware of what their own targets for improvement are and consequently they cannot work to achieve them.
55. The accommodation and resources for English have improved since the last inspection, with a new library facility, and are now satisfactory overall. Space is limited, but the school makes the best use of that available.

Language and literacy across the curriculum

56. Literacy skills are used well in many areas of the curriculum. Links with history are a particular strength, with pupils in all classes improving their speaking, reading and

writing skills as they learn about different periods and people in history. Younger pupils have written accounts of 'The Great Fire of London' and sequenced the events as they happened. Older pupils have written extended accounts of Greek myths and legends and stories about the ancient Greeks, using ICT well to present their work. Evidence of literacy was also seen in art and design, science, design and technology and music. Pupils read and write about famous artists, such as Matisse, and about popular and ancient musical instruments. They label diagrams accurately and neatly in science and describe and evaluate their designs or drawings.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Challenging teaching that inspires a good response from pupils leads to good and sometimes very good achievement in lessons.
- Provisions for high attaining pupils, for those with special educational needs and the more able is good.
- Teachers use ICT well to teach mathematics.
- Assessments are not used rigorously enough to show teachers or pupils the way forward.
- Teaching assistants give good support in lessons.

Commentary

57. Pupils' results in national tests of mathematics have fluctuated considerably in recent years, reflecting the significant differences in the overall capabilities of the pupils recruited to the school each year. The oldest pupils' results last year were below the national average, but in line with the average for similar schools. However, evidence gathered on inspection, including tracking data, shows that standards are now rising across the school. Current standards of work are in line with the national expectations at the end of both Years 2 and 6. Almost a third of Year 6 pupils show attainment above the level expected for their age. Comparing pupils' attainments in Year 2 and Year 6 with their attainment on starting out shows that they have achieved well. This is reflected in the lessons seen where pupils respond well to challenging teaching. Pupils with special educational needs and those for whom English is an additional language make good progress because of the good levels of support provided by teaching assistants.
58. The quality of teaching is good overall with examples of very good teaching. This means that pupils learn well and have good attitudes to mathematics. Where teaching is very good it engages the pupils' attention fully and builds on their knowledge very effectively, encouraging them to engage in problem solving activities and make strong arguments for their answers. For example, in a Year 6 lesson pupils achieved very well when working on the relationship between the number of times a piece of string is cut and the number of pieces it makes. This led to good collaborative work and the more able working towards, and finding, a formula that would enable them to calculate for any number of cuts when the string was curled and cut twice each time. This is work beyond the level expected for this age group. High attaining pupils were challenged by it and others were very well supported to achieve well, too. Similarly, in a Year 2 lesson the teacher used an ICT program ('Logo') to help pupils develop their understanding of sequences, angles, linear measurements and shape using the

interactive whiteboard to project images that the pupils could move on the screen. This was followed up very effectively by pupils, either working in pairs using laptops to write commands or working as a larger group to program the floor turtle. In both these very good lessons, teachers used assessments well at the end to revisit what the pupils had learned.

59. Evidence from examination of pupils' exercise books and observations in lessons show that day-to-day assessment is not used sufficiently or consistently well to enable pupils to know how well they have done or what they need to do to improve. The school sets numerical targets for attainment by the end of Year 6 but has not yet developed a system whereby all pupils know what specific target they are working towards that will secure the next level.
60. The deputy headteacher leads provision for the subject alongside several other subject responsibilities. The multiple demands on her limited time mean that leadership and management of the subject, though satisfactory, lack sufficiently rigorous checks on the effectiveness of teaching and learning. However, she has undertaken tracking of progress in the subject and is developing a system for closer tracking of children's progress year on year. Samples of children's classwork are checked but not sufficiently frequently to ensure that all pupils are making consistently good progress.

Mathematics across the curriculum

61. The subject leader is committed to encouraging pupils' use of mathematical skills in other subjects and some good practice is found which provides for good consolidation of pupils' mathematical understanding and skills, for example in science, geography and information and communication technology. Real data is collected and used in these subjects and pupils have good opportunities to apply the skills learned in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching provides challenging, interesting and instructive investigative work.
- Pupils progress well in understanding, skills and the ability to think for themselves in a scientific way.
- Pupils' interest and good endeavour lead to good achievement in lessons.
- Provision for the subject and pupils' progress have improved considerably since the previous inspection.

Commentary

62. The oldest pupils' results in the 2004 national tests were in line with the national average and the average for similar schools. The work of present pupils in both Years 2 and 6 is a little below the standard expected for their age. However, when pupils' attainment is compared with their attainment on starting school, and with their levels of capability and need, pupils are found to achieve well. There has been much improvement in the progress of pupils in Years 3 – 6, which was judged to be unsatisfactory at the previous inspection, but is now good.
63. Good achievement is also seen in most lessons with pupils showing interest and enthusiasm for the challenging and instructive tasks teachers set. The mostly good and sometimes very good teaching includes well-designed practical investigations as a prominent feature. They are effective in stimulating both pupils' enthusiasm and their good learning, especially of scientific understanding and skills. Teaching and learning of the skills and understanding of scientific investigation have improved markedly since the previous inspection. Presented in discussion with a challenge to design their own investigation, the oldest pupils show commendable self-confidence and perseverance in debating the best way to carry out a fair test. Very good achievement was seen in a Year 6 investigation as pupils were challenged to think deeply about the kinds of wires used in an electrical circuit and the brightness of the bulb it lit. The teacher and pupils made good use of ICT to measure the bulb's brightness and then record and analyze the results.
64. There are a good number of examples of pupils applying their skills in mathematics and ICT to measurement and data handling in science work. There are also good opportunities for pupils to practise their speaking and listening skills in science lessons and pupils write about their investigations in useful detail and with care. In occasional long practical lessons in Years 4 and 5, some pupils do not sustain sufficiently careful attention to the work and their progress falters. With very good support from teaching assistants when available, teachers make every effort to see that pupils with special educational needs and those for whom English is an additional language are able to be fully included in, and achieve at, lesson activities. Teachers mark pupils' work with brief evaluations, but do not often show pupils exactly how they can do better.
65. Good leadership and management in the subject have improved provision and pupils' achievement, including the introduction of more systematic assessment of pupils' progress. Recent staff changes have necessitated temporary leadership of the subject by the deputy headteacher who has many management responsibilities. Consequently too little is currently done to monitor teaching, learning and progress with sufficient precision to show where teachers and pupils can further improve achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Good, well-planned teaching and pupils' enthusiasm are promoting good achievement.
- Teachers make very good use of ICT to support teaching and learning in many other subjects.
- The subject is being led with enthusiasm and drive.

Commentary

66. By the time younger pupils complete Year 2 and older pupils Year 6, their standards of work match those expected nationally for their age. Most have few skills at the time they start school and their ultimate attainment therefore points to good progress. This is consistent with the evidence of good achievement seen in lessons as pupils respond keenly to good, well-planned teaching. Most of the oldest pupils complete the programme of study for the subject successfully and many display good levels of competence in a wide range of skills. These include multimedia presentations and the use of formulae and commands to create elaborate patterns in mathematics, knowing the values of the angles created. The good standards and progress reported at the previous inspection have been maintained.
67. The quality of teaching and learning is good. Lesson planning is detailed and the newly acquired resources of a trolley of laptop computers and interactive whiteboards in most classrooms support teaching and learning in other subjects too. The school makes good use of the suite of facilities at a neighbouring school and the expertise of a teacher who supports the teaching in computer skills on a part-time basis. The subject knowledge of teachers is good and good levels of support are provided for pupils with special educational needs by teaching assistants. Work seen around the school and in other lessons shows that teachers make very good use of ICT to support learning in several other subjects. Talking with pupils about their work shows that they have enthusiastic attitudes to the subject and they learn well.
68. The leadership and management of the subject are good overall. The present subject leader took up the responsibility at the start of the school year and has already made very good progress in addressing the need to improve the provision in the school. She demonstrates a clear vision for the further improvement of the subject. A more comprehensive curriculum coverage has been initiated and the use of the laptops and interactive whiteboards has been evaluated. Plans have been made to increase the number of laptops and ensure every class has a whiteboard. Verbal assessments have been built into the teaching and learning, but the school does not yet have a sufficiently detailed system for tracking pupils' progress.

Information and communication technology across the curriculum

69. Teachers make very good use of ICT to support their teaching in other subjects, using the interactive whiteboards to project activities that are undertaken. Learning, too, is often well supported by the use of ICT. A good number of good quality opportunities are given to pupils to apply and enhance their ICT skills. Year 2 pupils used a 'Logo' program to develop and reinforce their understanding of geometry and logical thinking. Graphics programs are used effectively to develop the pupils' artistic skills. In music, pupils compose sequences of sound and rhythm on the laptop computers. Skills in word processing are consolidated as pupils practise skills of editing their writing. Spreadsheets are used to gather data in mathematics lessons to produce graphs. Practising research skills in history supports skills in using the Internet, for which the school has a policy of safe use and which is carefully monitored.

HUMANITIES

Geography and history were not inspected in detail and it is therefore not possible to give overall judgements about provision or standards in these subjects. Two lessons in history

were seen. No geography lessons were seen, but one mathematics lesson seen included an element of geography.

70. In **geography**, work in pupils' books and on display was examined, discussions were held with pupils and planning documents were studied. This evidence shows a satisfactory curriculum to be in place, which includes some valuable practical study through educational visits. Some useful links with mathematics and ICT are made when pupils practise making graphs using survey data they have collected.
71. In **history**, in addition to the two lessons seen, pupils' written work and work on display was examined and planning documents scrutinised. A sound curriculum is in place and pupils undertake substantial work in history, which also gives good support to pupils' practice in literacy skills in the writing they do. A good lesson in Year 5 also gave pupils a good opportunity to practise speaking and listening skills as they discussed dilemmas in social history with interest, developing awareness and empathy as they did so. In a very good Year 6 lesson there was also some very good questioning by the teacher which challenged pupils to develop understanding and which brought forth some very good spoken responses. Both lessons made good use of classroom interactive whiteboards to display material in an attractive and effective way to stimulate discussion.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection did not focus on these subjects in detail and no overall judgements are made about provision or standards within them. Three lessons were seen in art and design, one in design and technology, two in music and two in physical education. Additional evidence was gained from examination of pupils' work in books and on display, from planning and assessment documents and from discussions with staff and pupils.

72. Plans for **art and design** suggest that pupils in all classes have appropriate access to art and design activities. The subject is taught for half of each term and pupils develop their skills through many practical experiences and visits. During the inspection, some of the younger pupils in Year 1, for example, were using strips of coloured paper to create a simple pattern through weaving. They explored a variety of materials, commented on them appropriately and benefited from the good range of resources, particularly the 'look' and 'feel' of the materials and their purposes. Older pupils in Year 5 were observed designing a still-life picture, using real objects linked to a recent visit to a quarry. They practised their sketching skills appropriately as they tried to highlight shades of light and dark. Pupils do not always take the subject seriously, however, and some silly behaviour was noted in some sessions. The contribution of art visits to places of interest, such as the local galleries, is a significant feature of the provision, helping to foster enrichment and cultural experiences. The popular art clubs are also contributing well to pupils' experiences. Following staff changes the subject is led temporarily by senior staff.
73. In **design and technology**, discussions with staff and scrutiny of pupils' work, as well as of planning documents, suggest that pupils receive a broad and balanced range of learning opportunities that help them to develop their designing and making skills. An example of this was observed in Year 3, where pupils were making a model of a 'monster' with moving parts. Good demonstrations by staff and good use of resources enabled the vast majority of pupils to develop appropriate understanding of simple pneumatics. Pupils regularly design simple models, make them and decorate them, evaluating their success. Much of the work is linked to other areas of the curriculum.

This is exemplified by the way in which Year 4 pupils designed and made ancient Greek masks linked to their history studies. Similarly, Year 6 have made and evaluated 'parachutes', linking the work to both mathematics and science as they explored ways of slowing the parachutes down and measured which one took the longest time to descend to earth, then presenting the results in graph form.

74. In **music**, lessons in both Year 2 and Year 6 were of very good quality. Teachers used their good knowledge of the subject in setting challenging and interesting tasks which pupils responded to with enthusiasm and effort so that they achieved well. The Year 6 lesson made very good use of a set of laptop computers and a composition program to give pupils a good opportunity to try out sequences of sound as they explored chords. Pupils' singing in school assemblies is of good, and sometimes very good, standard. In one assembly, expressive two-part singing of very good accuracy and tone made an important contribution to the spiritual atmosphere of the event. The curriculum is much enhanced by well-organised opportunities for instrumental tuition, including piano lessons, from part-time teachers employed by the school. An unusually high proportion of pupils participate in these. There are also opportunities for pupils to rehearse and take part in occasional performances for parents. The school promotes and exploits pupils' enthusiasm for music well and many pupils gain self-esteem from their achievement in the subject.
75. In **physical education**, the provision of improved facilities in the newly built school hall means that all pupils now have access to the full curriculum, which is an improvement on the findings in the previous report. Teachers plan their work well and ensure that the whole range of the curriculum is taught through the year. In the lessons seen teaching was good and pupils generally responded well, showing good efforts. In dance, pupils concentrated well to develop a range of movements into a routine that they could put together as a group. Their ability to work together with others in a small group, listen to and build on ideas is good and leads to positive attitudes. In games, teachers develop skills sequentially and pupils are given the opportunities to develop tactics in small games. Assessments, mostly verbal by teachers, take place during the lessons but not enough opportunities are given to pupils to assess their own performance or that of others and they do not think about how they might improve. The work in lessons is enriched by the very good range of opportunities that exist for pupils to play sport after school through the use of football and cricket coaches. These opportunities augment the additional clubs undertaken by teachers. The pupils enjoy these and they are well attended by boys and girls.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. As the inspection did not examine this subject in depth no overall judgement about provision is made. However, there are many signs that the school places much emphasis on this area of learning and that it is firmly integrated into the school's substantial and effective provision for promoting pupils' personal and social development. Formal lessons and circle times are supported by the constantly high expectations and very good examples set by all school staff concerning behaviour and relationships. The staff's caring, listening approach to pupils and the full implementation of equal opportunity principles inspire pupils' adoption of these qualities in their own respectful interactions with adults and peers alike. Planning for formal lessons reflects the school's strong sense of mission to promote mutual respect, care and fairness in the way pupils relate to other members of both the school and the wider community. Planning is thorough and comprehensive and appropriate resources are marshalled, making use of guidance and staff support from local

agencies external to the school. The activities of the school council provide a good model of representative and democratic decision-making and show pupils clearly how they can contribute constructively to the quality of their community. Health education, too, is given careful attention and the strength of health education across the life of the school was acknowledged in the national Healthy Schools award received by the school in 2004.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

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

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

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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