

INSPECTION REPORT

Gresham Primary School

Sanderstead

LEA area: Croydon

Unique Reference Number: 101758

Headteacher: Ms E Armstrong

Reporting inspector: Ms G Tomes

Dates of inspection: 29th November - 2nd December 1999

Under OFSTED contract number: 706599

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4-11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Sutton
Date of previous inspection:	4 th -6 th June 1996

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INFORMATION ABOUT THE INSPECTION TEAM

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Susan Cash Lay Inspector		Attendance Spiritual, moral, social and cultural development Partnership with parents and the community
Robina Scahill Team Inspector	Mathematics History Physical education Special educational needs Equal opportunities English as an additional language	Leadership and management Staffing, accommodation and learning resources
Margaret Still Team Inspector	Science Information technology Design technology Geography	Curriculum and assessment Support, guidance and pupils' welfare

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MAIN FINDINGS

What the school does well

- The high proportion of good and very good teaching is due to good lesson planning, a good structure to lessons and a variety of interesting and demanding tasks being set.
- Pupils achieve above average results in English, mathematics and science. The standard of work seen in most other subjects was also above what is expected for pupils' ages.
- Pupils have very positive attitudes to work, they behave very well and they accept responsibility willingly.
- The very good provision for pupils' spiritual, moral, social and cultural development encourages pupils to be thoughtful and considerate in their relationships with others.
- The headteacher and governors provide good leadership and management for the school.
- Parental support for pupils' learning is very good and many parents help in school.
- Teachers provide a stimulating learning environment through attractive and helpful displays and good use of the school building.

Where the school has weaknesses

- I. Standards in the controlling and modelling strand of information technology are below average overall because pupils do too little work in controlling and modelling, due to lack of the necessary equipment.
- II. The school does not have an agreed policy and procedures for monitoring standards, analysing assessment information and determining strategies for improving pupils' attainment.

The weaknesses listed above are known to the school and are being tackled successfully. They are greatly outweighed by what the school does well. They will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

Good progress has been made in addressing the key issues from the previous report. Curriculum planning has been addressed effectively and there are now schemes of work for all national curriculum subjects. This has helped to raise standards, particularly in design and technology and information technology. The school has improved lesson planning to meet the needs of all pupils and most recent test results show an improvement in standards reached by higher-attaining pupils. Over the last three years, overall standards have been consistently well above the national average and rising at a higher than average rate. The headteacher monitors teaching regularly and the feedback from this has helped maintain the good standard of teaching throughout the school. Co-ordinators have yet to monitor standards in their subjects and make use of information gained from assessing pupils' work to determine strategies for raising standards further. Information for parents has improved in quantity and clarity. Details sent home about each term's activities and the homework diaries help parents get more involved with their children's work and track their attainment. The school's capacity to continue to raise standards further is good, with a committed staff, a good partnership between the headteacher and governors, a clear vision and agreed and implemented policies.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	A	A
Mathematics	B	C
Science	A	C

	Key
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information shows, for example, that in 1999 results in English were well above both the national average

and the results of similar schools. The results were better than those achieved in 1998, as a greater proportion of pupils reached the higher level 5.

Children enter the school with above average achievement. By the time they are five, standards are above average as most achieve or exceed the expected desirable learning outcomes in the six areas of learning. Pupils currently in Year 2 are working at standards that are broadly average. At the age of eleven, standards are above average in English, and average in mathematics and science. Attainment of pupils currently in Year 2 and Year 6 is lower than the results of the national tests in 1999. The main reasons for this are the higher proportion of pupils with special educational needs in these year groups, fewer pupils working at above average levels and the staffing changes for pupils in the present Year 6 class. At both key stages, standards in religious education are above the expectations of the local Agreed Syllabus. Standards in information technology are above expectations at the end of Key Stage 1 but a little below expectations at the end of Key Stage 2, because pupils have done too little work in controlling and modelling. Standards in all other subjects are above what is expected for pupils' ages, with particular strengths in design and technology. Pupils' use their good literacy skills and sound numeracy skills to support work in other subjects.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Insufficient observations	Insufficient observations
Religious education		Good	Good
Other subjects	Good	Good	Good

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

The quality of teaching for the under fives and at both key stages, is good. Teaching was satisfactory or better in all the lessons seen during the inspection with over three-quarters of lessons judged good or better and a quarter judged to be very good or excellent. Good teaching takes place throughout the school and across most subjects. Teaching was consistently good during literacy lessons enabling pupils to make good progress. Overall, this represents a good standard of teaching when compared with the national picture.

Other aspects of the school

Aspect	Comment
Behaviour	Pupils' very good behaviour and attitudes to learning have a significant impact on their progress. They are self-disciplined, responsible and trustworthy.
Attendance	Good. Few unauthorised absences. Pupils arrive punctually at school, and lessons start on time.
Ethos*	Good. Pupils have very positive attitudes to work. Relationships are very good and there is an atmosphere of mutual respect, which contributes to the school's strong sense of community.
Leadership and management	Good leadership and management from the headteacher and governors, providing clear educational direction for the school and promoting good teamwork amongst all staff.
Curriculum	The broad and well-balanced curriculum is relevant to pupils' needs. Good cross-curricular links, and a good range of practical activities make learning relevant and enable pupils to attain standards higher

	than usually seen for their age, in most subjects.
Pupils with special educational needs	Good support for pupils with special educational needs. Good individual education plans, concentrating on literacy and numeracy targets.
Spiritual, moral, social & cultural development	Very good. Enhanced by a very good programme for collective worship and assembly, where the school's aims and values and a sense of responsibility are promoted.
Staffing, resources and accommodation	Teachers and support staff work well as an industrious team. Staff development is effective and well matched to the school's needs. Imaginatively organised classrooms and library enhance the learning environment. Resources are good for all subjects.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
III. Their children like school. IV. The school encourages parents to be involved and the headteacher and staff are very approachable if there are any problems. V. The values and attitudes promoted by the school have a positive effect on their children. VI. All pupils are encouraged to take part in more than just their daily lessons.	VII. Parents would like information about the VIII. A few parents do not think their children

Parents' views of the school are supported by the findings of the inspection. As the school is aware, it does not give information about termly topics and visits early enough to enable parents to help their children better at home. Homework has been carefully considered by the school to provide reading, spelling and practical mathematical activities as routine tasks, and research as extension work for older pupils. This is consistent with government guidelines and sufficient, although there is some inconsistency in the way homework is followed up in subsequent lessons.

KEY ISSUES FOR ACTION

Within the context of the school's many strengths and in order to maintain and improve on above average results, the governors, headteacher and staff should:

IX. Raise standards in information technology at Key Stage 2 by fully implementing the controlling and modelling requirements of the curriculum and improving resources.

(Paragraphs 15, 28, 49, 53, 89)

X. Improve the quality of assessment information and its use, to identify the strengths and weaknesses in pupils' learning by:

recording and analysing information gained from marking and other forms of assessment assessments in a more systematic and detailed way;

broadening the scope of monitoring by means of classroom observations, to allow co-ordinators to evaluate standards in their subjects more rigorously and identify areas for improvement;

(Paragraphs 32, 38, 45, 82)

The numbers in brackets refer to the paragraphs in which these issues are discussed

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

Science should be taught as a separate subject rather than sometimes within topics, to ensure all aspects of the subject are covered in sufficient depth.

(Paragraph 26, 86, 29, 83)

Give more emphasis to teaching pupils how to calculate numeracy problems mentally, and at speed, through a wider range of strategies and with more regular practice.

(Paragraphs 9, 13, 24, 77)

A comprehensive scheme of work for children aged under five in the reception class is needed, based on the areas of learning.

(Paragraph 67)

A policy for how written work will be presented should be agreed and implemented to ensure pupils always do their work neatly and methodically.

(Paragraph 71, 77, 85)

Share the good practice that already exists within the school, to improve the quality use of the discussion at the end of lessons to draw out important points, share new learning and assess pupils' understanding.

(Paragraph 25)

The quality of pupils' imaginative and creative writing should be improved by providing more opportunities for pupils to write at length and to critically appraise their work.

(Paragraph 11, 71, 75)

Ensure the improvement in the standard of work of higher attaining pupils is sustained.

(Paragraphs 10, 29, 38, 83)

The numbers in brackets refer to the paragraphs in which these issues are discussed

INTRODUCTION

Characteristics of the school

1. Gresham Primary School is of average size with 213 pupils organised into 7 classes. There are more girls than boys overall. Most classes have roughly equal numbers of boys and girls although Year 6 and Year 1 have significantly more girls. Children enter the school at the age of four or above in September, and a clear admissions policy states the criteria for entry. At the time of inspection there were twenty-nine children in the reception class, twenty-seven of whom were under five years of age. They had been attending full-time school for four days. Pupils come from the immediate area around the school, which has a favourable socio-economic mix. Their attainment on entry is above the national average. A below average proportion of pupils, 3 per cent, are known to be eligible for free school meals. There are 24 children on the school's register of special educational needs, which is about average. A higher than average proportion of pupils, 6 per cent, speak English as an additional language.

2. The aims of the school, which are prominently displayed in the prospectus are to:

- help children be happy and enjoy coming to school;
- help children to recognise and value their individuality and grow in self-esteem and confidence;
- teach children to respect themselves and also to respect the beliefs and opinions of others;
- help children to understand and follow the school's rules and Code of Conduct, so that they can learn to be good citizens;
- set high standards and help each child achieve the best that he/she can in every area of the school curriculum;
- make learning relevant and enjoyable for each child;
- encourage children to be curious, imaginative and creative;
- encourage children to have a sense of wonder about the world and to be aware of their role in protecting it;

The school also aims to work closely with parents to achieve its aims and their active interest and support is welcomed, both in their own child's development and in the general life of the school.

1. The school development plan sets out the priorities for the future school year. These are to:

- to develop information and communication technology
- to fully implement the National Numeracy Strategy and develop problem solving, and further challenge, for higher attaining pupils.
- to improve the outdoor learning environment
- to review the policy and practice for physical education.

1. The school has agreed these targets for results in Key Stage 2 National Curriculum tests with the local education authority:

That 87% of pupils will achieve at least level 4 in English in 2000;

That 87% of pupils will achieve at least level 4 in mathematics in 2000.

4. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of
Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	13	17	30

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	11	10	11
	Girls	16	15	14
	Total	27	25	25
Percentage at NC Level 2 or above	School	90 (90)	83 (90)	83 (93)
	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	10	11
	Girls	15	15	15
	Total	26	25	26
Percentage at NC Level 2 or above	School	87 (93)	83 (93)	87 (93)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	9	21	30

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	6	8
	Girls	20	20	21
	Total	28	26	29
Percentage at NC Level 4 or above	School	93 (93)	87 (73)	97 (79)
	National	70 (65)	69 (59)	78 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	7	8
	Girls	20	20	21
	Total	28	27	29
Percentage at NC Level 4 or above	School	93 (93)	90 (86)	97 (97)
	National	68 (65)	69 (65)	75 (72)

Percentages in parentheses refer to the year before the latest reporting year

4. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.2
	Absence	National comparative data	5.7

Unauthorised	School	0.1
Absence	National comparative data	0.5

4.

4. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

4. **Quality of teaching**

Percentage of teaching observed which was:

	%
Very good or better	23
Satisfactory or better	100
Less than satisfactory	0

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

2.Children enter the reception class at four years old with a wide range of previous experience that is, overall, above what is expected nationally. During their time in the reception class they make sound progress in the areas of learning for children of this age. They are eager to learn and they form good relationships. They listen attentively and speak confidently, quickly learning a range of stories, songs and rhymes. Most begin to read and write independently. Children's mathematical language, skills and understanding of number develop steadily. They use the computer regularly, sort and describe a range of materials, make maps and talk about the past and future events. Their knowledge and understanding of the world, physical skills and creative skills are well developed. Children sing tunefully, paint, print and make a range of models. They build well on their early skills, and by the time they are of statutory school age, their attainment in language and literacy and mathematical understanding, overall, is above average. Most will reach and many exceed the desirable learning outcomes for their personal and social development, knowledge and understanding of the world, physical and creative development.

3.Results at the end of Key Stage 1 are average overall. In the end of Key Stage 1 assessments in 1999, results were well above average in reading, above average in writing and average in mathematics. Teachers' assessed pupils' attainment in science to be average. Compared to similar schools, results were above average in reading, average in writing, and well below average in mathematics. The proportion of pupils attaining the higher level 3 was well above average for reading and writing, but was below average in mathematics and science. During the past three years, results for seven-year-olds have stayed consistently above the national average for reading and writing but declined slightly in mathematics. There has been an increase in the proportion of pupils with special educational needs, with fewer pupils attaining the higher level 3 and this has affected overall results. Currently, standards at the end of Key Stage 1 are average.

4.Results are above average overall at the end of Key Stage 2. In the end of Key Stage assessments in 1999, results in English were well above the national average and well above average when compared to similar schools. In mathematics, results were above the national average and in science, results were well above the national average. For both subjects, results were average compared to similar schools. In 1999, the results in all three subjects were better than in 1998, particularly in the proportion of pupils reaching the higher level 5. The school has sustained the results reported at the time of the last inspection 3 years ago.

5.Pupils presently at the start of Year 6, are working at above average levels overall. The current Year 6 class has experienced several changes in teacher, which has interrupted learning. This has had particular impact on their mathematics and science work, where some lack of continuity in teaching during the introduction of new schemes of work for mathematics and science has limited pupils' progress. Within the class there is also a higher proportion of pupils with special educational needs. The standard of work in this class currently is lower than attainment in last years test results. Standards in English are above average, due to well-targeted additional help for reading and writing activities. Overall standards in mathematics and science are average. There are fewer pupils than in previous years working at the higher level 5 in these subjects.

6.Pupils make satisfactory progress overall. They enter the school with attainment that is, on balance, above average and standards at the end of Key Stage 2 are also above average overall. Pupils' progress during the year varies between the core subjects but is rarely less than satisfactory. The exception is information technology at Key Stage 2, where improvements in controlling and modelling have not kept pace with good progress in other aspects of the subject. Progress was satisfactory or better in all lessons observed during the inspection. It was good or better in about three-quarters of the lessons and very good or excellent in about a quarter. There was no significant difference between key stages. There was a difference, however, in the progress made by pupils in science, depending upon the way the lesson was organised. Pupils made good or very good progress when science was taught as a separate subject and all pupils were working on the same subject area. They made less progress when science was taught in combination with another subject such as

design and technology. Pupils' progress in mathematics varied according to their command of strategies to check their work, strategies for working out mental arithmetic problems quickly and the organisation of their work.

7. Pupils with special educational needs make good progress. Targets in their individual education plans are relevant and used appropriately by teachers to set work, and when organising groups for focused support. The proportion of pupils attaining higher levels in Key Stage 2 assessments has increased overall. However, evidence from recent work samples and lessons indicates that currently higher-attaining pupils sometimes make insufficient progress because the work given to them is not challenging enough. Girls and boys attain similar standards overall in their work. The school is aware of the need to monitor boys' attainment in writing to ensure above average results are maintained, and has identified strategies on the English action plan to do this.

8. Pupils make good progress in English, at both key stages. Speaking and listening skills are well above average and pupils make very good progress in all classes. Frequent opportunities for discussion, answering questions, and for public speaking enable pupils to practise and improve these skills. Attainment in reading is well above average at the end of both key stages and pupils make good progress. Younger pupils are taught a range of strategies to enable them to tackle unknown books confidently and older pupils read a range of modern authors, with increased fluency and expression. All pupils gather information from a range of sources to support their work in other subjects. Overall, attainment in writing is above average and pupils make good progress. A strength is the variety and range of written tasks and a minor weakness is the quality and quantity of extended and imaginative writing. Pupils are taught to write neatly and fluently from an early age but many take insufficient care over the presentation of their work, particularly in English and mathematics.

9. Literacy skills are used and developed well through work in all areas of the curriculum. Specialist vocabulary is promoted well by teachers in science and mathematics lessons and this encourages pupils to use words precisely when explaining their work. Reading skills are successfully developed as pupils in both key stages make very good use of reference material in their history, geography and science work. Pupils' speaking and listening skills are promoted well during discussions in religious education and personal and social sessions. Information technology is used extensively for word processing and interactive spelling and sentence programs.

10. At the end of both key stages, pupils attain broadly average standards in mathematics. They make sound progress overall. Work is of a similar standard in all aspects of mathematics apart from the quick mental recall of number facts, which is weaker. There were examples of pupils' making good progress in their use of mathematical vocabulary, when describing shapes. Pupils also made good progress in their understanding of angles when programming a robot. Older pupils at Key Stage 2 make sound progress when solving problems but some do not have the basic strategies to check their work. Mathematical skills are used well in other subjects for recording in charts and graphs and when measuring accurately for design and technology. Numeracy standards are sound and promoted well during informal times, such as counting when lining up or when giving out books and equipment.

11. In science, standards are average at the end of both key stages. Pupils make satisfactory progress in both key stages. A strength is pupils' understanding of experimental and investigative science, and in particular their ability to explain what they have discovered from their work. There are some weaknesses in the depth of pupils' factual knowledge, in particular at Key Stage 2, which prevents them reaching higher levels of attainment.

12. Standards in information technology are above national expectations at the end of Key Stage 1 and pupils make good progress. They learn to use the keyboard confidently, and demonstrated good mouse control when word processing and using interactive programs. At Key Stage 2, attainment is below national expectations overall and progress is unsatisfactory. Although pupils make good progress in the area of communicating information, they have done too little work in controlling and modelling and so have made unsatisfactory progress in these areas. This is partly due to lack of suitable equipment. Pupils use computers regularly in all classes and talk confidently about their work.

13. Standards in religious education are above the expectations of the local Agreed Syllabus. Pupils in both key stages make good progress in their understanding of religious and moral issues and in their knowledge of world faiths. Pupils have good opportunities to discuss and reflect on their own personal beliefs and ideas and to consider those of others.

14. Pupils make good progress in art at both key stages. They learn a range of skills to incorporate into their imaginative work and gain a good understanding of the techniques used by well-known artists. In design and technology, pupils make very good progress. From an early age, they learn about the importance of good design and learn a range of skills to enable them to create products in a variety of materials. They evaluate their work continuously, improving as they go along. Progress in history and geography is good. The good integration of these subjects makes learning more meaningful, for example, when pupils study the Nile Delta along with Egyptian artefacts, and the rain forests of Middle America along with the Aztecs. Good progress is made in music at both key stages. Pupils learn to sing tunefully, with a good sense of time and rhythm. They have regular opportunities to compose, refine and perform their own compositions and to take part in extra-curricular musical activities. Pupils make good progress in physical education. There is good development of dance, games and gymnastic skills. Girls and boys learn the importance of teamwork by participating in local leagues and tournaments. Overall, the above average standards reported at the time of the last inspection have been maintained, with good improvement in standards in information technology at Key Stage 1 and standards in design and technology at both key stages.

17. Attitudes, behaviour and personal development

15. Pupils' very good behaviour and attitudes to learning have a significant impact on their progress. The high standards reported at the time of the last inspection have been maintained. Pupils enjoy lessons, take their work seriously and concentrate on their tasks. Their response was good or better in almost nine out of ten lessons observed during the inspection and very good in four out of ten. When work was difficult pupils asked for help as appropriate, but more often than not they persevered with concentration on their tasks without over-dependence on their teachers. Pupils worked independently on the computer and during research activities. In most lessons, the transition from whole class introduction to group work and vice versa was usually accomplished with a minimum of fuss.

16. Children under five make good progress in their personal and social development. When children first enter the reception class they experience a well-structured, caring environment and quickly form good relationships with one another and adults. They soon become familiar with classroom routines and work together successfully, taking turns, sharing resources and inventing interesting role-play. They display an enthusiasm for their work and play and good levels of independence when organising their coats, book bags and other personal belongings. They are friendly and polite, and their behaviour in both the classroom and playground is very good. Pupils throughout the school with special educational needs generally work well in lessons and respond positively to the help they receive.

17. Parents consider standards of behaviour are very good and that this is a strength of the school. The inspection team was in full agreement with these views expressed by parents. As pupils get older their behaviour continues to be very good. There have been no exclusions for several years. The clear sanctions and reward system makes a positive contribution and is popular with pupils who understand and follow it. Pupils value praise from their teachers and the public recognition of their achievements during assembly. There is no reported racial disharmony. The few incidents of bullying which have occurred were dealt with swiftly and sensitively by the headteacher, and pupils are confident that all such cases will be resolved well.

18. Relationships between all members of the school community are very good. They are based on mutual respect and a good knowledge of each other. Pupils appreciate other pupils' work and efforts shared during discussion and plenary sessions. Pupils with special educational needs receive good encouragement from their teachers, support staff and peers, and they are pleased with their successes. Most pupils are good listeners, and frequently make thoughtful and mature responses when considering potentially contentious issues such as religious beliefs and environmental issues. They are encouraged to reflect and talk things through, and show increasing skill in this. They are developing increased understanding of people's rights and a good sense of

justice. Boys and girls cooperate well. They share resources and artefacts fairly and keep the classrooms and communal areas tidy. Pupils happily take responsibility for a variety of tasks around the school and show increasing initiative as they get older. They take part in raising money for charity, often choosing the focus themselves. They clearly care for each other, as demonstrated by the sensitive way Year 6 pupils looked after the reception children during a wet playtime and by the way the 'Buddy Stop' is never busy.

21. **Attendance**

19. Levels of attendance are above those found nationally, and have been consistently good since the last inspection. Parents report that their children enjoy coming to school and are eager to attend regularly. Registers are called promptly and efficiently while pupils do early morning work or read quietly. This creates a calm and purposeful start to the day and enables lessons to start promptly. Punctuality in the mornings and throughout the day is generally good.

22. **QUALITY OF EDUCATION PROVIDED**

22. **Teaching**

20. The quality of teaching is good overall for the under fives, in Key Stage 1 and Key Stage 2. All teaching observed during the inspection was satisfactory or better. In over three-quarters of the lessons, teaching was good or better and in over a quarter it was very good. This represents a good standard of teaching when compared to the national picture. Excellent teaching in a Year 1 lesson enabled pupils to reach very high standards. There are teaching strengths in every year group. The overall quality of teaching has been maintained since the last inspection, with some significant improvements in the teaching of design and technology and information technology, owing to improved planning. The constructive contribution from learning support assistants continues to make a good contribution to pupils' progress through their clear instruction, well-prepared resources and effective in-class support. Those assigned to pupils with special educational needs, work sensitively. The training in literacy has helped them to support reading and writing well, for example, when teaching letter sounds and word building skills.

21. Teachers generally have good subject knowledge. This is often a strength. For example, pupils made excellent progress in a dance lesson because the teacher's expertise directed the pupils to improve their performance by considering the shape, speed and pathways of their imaginary balloon. Good knowledge of the English curriculum enabled teachers to present lessons with confidence and authority. The literacy hour is well organised and pupils work well independently because teachers give clear instructions regarding the tasks, and ensure that all pupils understand before they begin work. In most lessons, teachers set appropriate tasks for the range of pupils within the class. However, minor weaknesses in teaching are related to their as yet insecure knowledge of the newly-introduced science and mathematics schemes of work. For example, in science teachers' expectations are pitched too low and in mathematics there is insufficient focus on mental arithmetic.

22. Teachers work in teams to plan termly and weekly work. This enables them to discuss and share their skills and expertise and give good mutual support. As a result, lesson planning is good, and the work set becomes increasingly challenging as pupils move through the school. Teachers structure their lessons well so that learning is built up in a methodical way. For example, in a very good science lesson, the teacher reminded pupils about their previous work by posing challenging questions. The lesson objectives were shared with pupils and they were asked to make predictions, which were then tested. Pupils made very good progress in consolidating their existing knowledge about magnets and developing new concepts. A minor weakness is that teachers do not consistently use discussion at the end of lessons to draw out important points, share new learning, assess pupils understanding or pose further challenge.

23. Most lessons have a good pace, and give pupils enough opportunities to write down an appropriate amount of work. Teachers use a good range of teaching and organisational strategies, moving easily between whole class, group and individual teaching. Several subjects are taught separately, whilst others are organised during topic sessions. When science is taught alongside other subjects, teachers do not always ensure that pupils learn

in appropriate depth and that higher-attaining pupils have sufficiently challenging work. This results in pupils making less progress and attaining lower standards. Resources are used well in most lessons, making a very good contribution in the very good lessons. For example, a range of flashcards, games, posters and word lists and imaginative number lines and counting games promoted good progress in literacy and mathematics lessons. These motivate pupils and encourage their independence. Teachers make good use of praise to reward pupils' effort and achievement and they manage lesson activities firmly and effectively. Computers are used regularly to support work across the curriculum, and the library is a rich and well-used resource.

24. All books are marked regularly and teachers often suggest how pupils may improve their work. Teachers record information gained from this in different ways and their assessments vary from class to class. Good assessments were made during mathematics lessons and this was put to particularly good use in one lesson, when the teacher changed the proposed lesson plans when it was evident pupils did not understand the work. Classroom assistants observe carefully as they work with groups of pupils, and share their assessment of the strengths and weaknesses in pupils' work with teachers at the end of lessons. Work is usually well matched to individual education plans for pupils with special educational needs and so they are well supported to make good progress. Homework has been carefully considered by teachers to provide relevant reading, spelling and practical mathematical activities as routine tasks, and research as extension work for older pupils. However, there is some inconsistency in the way it is followed up in subsequent lessons. A very effective use of homework was seen when 'special pupils' in Key Stage 1 prepared a five-minute talk about their hobbies, interests and special things, to be shared with the class.

27. The curriculum and assessment

25. The curriculum for children under the age of five is satisfactory. It is effectively linked to the National Curriculum but not sufficiently based on the desirable learning outcomes, to ensure an appropriate curriculum for young children. At Key Stage 1 and Key Stage 2, the curriculum is generally broad and balanced although there are weaknesses in the provision for information technology at Key Stage 2. It successfully promotes pupils' intellectual, physical and personal development. The curriculum for religious education is good, and promotes pupils' good understanding. Statutory requirements for other areas of the curriculum, including a policy on sex education and drug awareness, are met. There is a good program for personal, social and health education, which gives pupils beneficial opportunities for discussing sensitive issues and for sharing different views. This is an improvement since the last inspection.

26. Overall, the quality of the curriculum has improved since the last inspection. The school has worked hard to develop a well-considered curriculum, which links subjects in a two-year cycle of integrated topics. Pupils' step-by-step progress is now better provided for as teachers plan together, using the framework to give them clear guidance for appropriate work and cross-curricular links. Since the last inspection, detailed schemes of work for most subjects have been implemented. All subjects now have a policy, and the review and development of these is carefully plotted on the school and subject development plan. These have been soundly introduced and teachers have already identified aspects to modify, such as giving more emphasis to mental arithmetic in mathematics. Integrated planning covers the foundation subjects and science. This is very effective where there are natural links. However, where science is part of the integrated planning, insufficient attention is devoted to teaching key scientific knowledge. In some science lessons, pupils capable of more demanding work, are insufficiently challenged.

27. The school's provision of extra curricular activities is good. Clubs for sport, music, dancing and drama are provided. Pupils have good opportunities to meet and work with pupils from other schools, for example in regular sporting fixtures, country dancing and music. The curriculum is enriched by visits to museums and places of interest, and good use is made of the local environment. Annual, residential field trips are arranged for Year 6 pupils, and, this year, pupils from Year 5 will also benefit from this. These trips enable pupils to participate in a variety of activities to promote their academic and social development.

28. Pupils with special educational needs have their needs identified correctly and appropriate work planned for them. This enables pupils to make good progress. Well-written, individual education plans have a suitable

range of targets, which are reviewed regularly. Where pupils are withdrawn from class for additional support, it is usually during a similar lesson, so they do not regularly miss aspects of the curriculum. Mostly, support is within the classroom. Pupils who speak English as an additional language are monitored appropriately by teachers to ensure they understand vocabulary and tasks. Pupils are given equal access to the curriculum and they are well prepared for the next stage of learning. There are frequent opportunities for reading, writing and mathematical activities in other subjects. The literacy strategy has been introduced well and the numeracy strategy is being introduced satisfactorily.

29. Overall, arrangements for assessing pupils' attainment and progress are satisfactory. Assessment procedures for children under five are good. At Key Stage 1 and Key Stage 2, teachers currently keep assessments on each pupil in a variety of different forms. The assessment policy is clear but there is no agreed structure to ensure that procedures are followed systematically in each class and that each pupil's attainment and progress are tracked as they move through the school. Teachers receive information on pupils' attainment in different forms. This makes it more difficult to identify particular strengths and weaknesses in pupils' work, plan appropriate activities and continue to raise standards of attainment and this aspect is unsatisfactory. The school does not use information from additional standardised assessment tests, or analysis of the national assessments at the end of each key stage, to set strategies for further improvement in the attainment of all pupils. The school meets legal requirements for reporting annually to parents.

32. Pupils' spiritual, moral, social and cultural development

30. The school now makes very good provision for all aspects of pupils' personal development, an improvement since the last inspection. All school aims refer to this aspect of its work, and parents express appreciation of the values that the school promotes. Pupils are given good opportunities to pause and reflect during assemblies and encouraged to participate in prayers. Assembly themes are relevant to pupils' experience. They are actively involved, for example in answering questions, sharing their work and considering how the theme for assembly relates to their own lives. Religious education lessons provide insight into how faith can affect one's attitudes. For example, the younger pupils have been thinking about caring hands and hurtful hands, while older pupils have written about feeling valued and happy. The introduction of structured discussion has also given opportunities for pupils to reflect on their relationships with others and their feelings. In other lessons, an infectious enthusiasm for learning leads to moments of awe and wonder as pupils discover new facts and new skills.

31. The school engenders a strong sense of right and wrong. Pupils discuss and agree classroom rules, which they sign. Older pupils have agreed some very mature rules and proposed their own sanctions. Throughout the day, pupils receive very positive and consistent messages about the right way to behave and relate to others. Racist and sexist remarks are not tolerated. Though incidents are very rare, good support is given to both those few who are bullies and those who are bullied. Pupils are encouraged to become increasingly aware of environmental issues as they move through the school. They have opportunities to support a number of charities and help those less fortunate than themselves, for example by supporting a Third World child through school and giving harvest gifts to the homeless.

32. The provision for pupils' social development is also very good. Pupils have many opportunities in lessons to work together in pairs and small groups, and do so with ease. For example, reception children worked effectively as small teams to order number cards to 12. Older pupils act as 'buddies' in the playground and help the younger children with their lunch. A residential visit also supports the social development of older pupils. All classes have monitors, which encourages pupils to take on increasing responsibility as they move through the school. Discussion also gives opportunities to explore relationships and feelings, and older pupils are encouraged to resolve any friendship difficulties by discussion among themselves.

33. The school provides a wide variety of very good opportunities for pupils to learn to appreciate their own and other cultures. Music and art are both important in this respect. Pupils visit museums and places of historical interest, attend concerts and visit the church, a Mosque and a Buddhist temple. The school takes every opportunity to use available resources. For example, three Indian mothers recently spoke to pupils about

their culture and traditions and cooked some Indian food. The school has a fine collection of artefacts to inspire pupils to learn about a number of other cultures, both ancient and modern. Extra-curricular activities, such as country dancing and French, also support pupils' cultural development.

36. Support, guidance and pupils' welfare

34. The school has maintained its good provision in this area since the last inspection. Staff know the pupils well and show concern for their welfare. The friendly learning environment contributes significantly to pupils' progress. Development of the school grounds has been initiated to make them a more pleasant area for pupils to use. Supervision of pupils before school, during breaks and at lunchtime is good. The induction system for children under five is good as staff welcome the children into school sensitively. Pupils with special educational needs are supported well. Individual educational plans are carefully drawn up and monitored and there are good processes for liaison with external agencies. Classroom assistants give good support in lessons, working closely with class teachers to give support to individuals and groups of pupils.

35. Procedures for monitoring personal development are good. The procedures for monitoring pupils' academic progress are sound. Regular assessments enable the school to monitor pupils' progress but these are not consistent between classes and do not identify the strengths and weaknesses in pupils' learning sufficiently to ensure pupils are given appropriately challenging work. Sound records are kept for English, mathematics and science and parents receive comprehensive annual reports on their children's progress. Parents are invited to school to discuss progress twice during the year. The school has effective systems for monitoring attendance, and quickly involves the education welfare service on the rare occasions that this is necessary. Parents are regularly reminded of the procedures for reporting absence. The school sensibly discourages extra days of holiday by refusing to authorise such absences.

36. The school has very good procedures and effective measures to promote good behaviour. Pupils take an active role in drawing up their own class rules, and so they know the procedures for reporting and dealing with bad behaviour. Pupils are expected to be responsible for their own behaviour, and older pupils are encouraged to help the younger pupils to feel happy and secure through a buddy system. This is effective. In one class, pupils fill in a personal achievement card each day, having identified a target for each week. Another class identifies a special person of the week. Achievement assemblies, for both key stages, act as effective guidance for pupils' personal development. The school has effective measures to deal with incidents of bullying and harassment, and both staff and pupils understand their roles.

37. A good policy for child protection ensures very good procedures are in place to deal with any incident. Two members of staff have undergone training in this area, and all staff are knowledgeable regarding the process to follow if they are concerned for an individual child. Pupils are made aware of the dangers of abuse through a good programme of health education. Two support assistants have suitable training in first aid, and there are good procedures for dealing with pupils who are sick or have an accident. The procedures for meeting individual pupils' health and physical needs are satisfactory. The school is a safe place and staff and governors regularly check the school site for potential hazards, and pay full regard to the health and safety policy, which is good. Electrical equipment has been safety checked and marked, which is an improvement since the last inspection. The school makes better provision for the support, guidance and welfare of pupils than at the time of the last inspection.

40. Partnership with parents and the community

38. The school continues to benefit from the very generous support of parents and the community that was reported at the time of the last inspection. The parent teacher association is active in raising considerable sums of money, and has recently helped to re-furbished and stock the library and provided a fenced play space for the youngest children. Parents provide very good support, reading with their children at home, and in the interest they take in the work being done in the classroom. Some parents, and older members of the local community, offer practical help in the classroom and with visits. This is valued greatly by the school.

39. Good information for parents is now provided. For example, teachers send home information about what is being taught and forthcoming trips, each term. They have plans to send this home earlier in the term, when parents would find it more useful. Expectations about homework are now clear, and older pupils have homework diaries, which parents sign. Informative newsletters and other documents adopt a positive and encouraging tone. Parents report that the school is very approachable. They receive good information before their children start school, and there are often home visits by the teacher. Opportunities to discuss pupils' progress with class teachers are good and annual reports give a satisfactory range of information about pupils' attainment in all subjects. The best reports also give parents a good idea of the progress their child has made during the year. Some give targets for improvement, but this is not consistent. Parents of pupils with special educational needs are appropriately involved in reviews of individual education plans. Parents are also regularly invited to events in school, such as class assemblies and concerts and talks about drugs and sex education. A draft home/school agreement has been drawn up in consultation with a group of interested parents and they were consulted regarding the behaviour policy.

40. The school makes very good use of the links it has with the local community. For example, the vicar and curate from the church take assemblies regularly, and pupils visit the church. Local shops support the school's fund-raising efforts. Through a useful initiative by the parents' association, the school maintains links with other schools in the area, to ensure that dates of events do not clash. Links with some local secondary schools are good, ensuring a smooth transition for Year 6 pupils. Students, trainee teachers and work experience pupils are welcomed into the school. Older pupils take part in a number of local events, such as the Croydon schools' music festival and these links make a positive contribution to pupils' personal development.

43. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

43. **Leadership and management**

41. The leadership and management of the school are good, and have improved since the last inspection. The headteacher provides positive and purposeful leadership and has a clear educational direction for the school. She is supported well by the deputy headteacher, the senior management team and other staff with key responsibilities. They have a clear vision for the school, and the school's aims and values are understood, shared and implemented by all staff.

42. Each subject has a co-ordinator who works with a planning partner. This joint responsibility is very effective because teachers share their expertise enthusiastically and conscientiously. There is an annual action plan for most subjects, reviewed at frequent intervals. At the time of the last inspection it was reported that monitoring by co-ordinators would benefit from further development. There has been some progress in this as co-ordinators now monitor planning and give colleagues informal feedback. They have not yet, however, been involved in the monitoring of teaching and learning in colleagues' classrooms, nor in monitoring the quality of pupils' work, to check standards. Co-ordinators do not routinely analyse test results, to identify areas of weakness. The headteacher has undertaken monitoring of teaching and has reported back to individual teachers but the school has yet to implement an agreed structure for monitoring that will identify strategies for improvement to enable the school to continue to raise standards.

43. The governors are knowledgeable, involved and supportive, bringing a range of expertise to the school. They have established committees, each with agreed terms of reference, reporting to full governing body meetings. Governors have a good working relationship with the headteacher and undertake the role of constructive critical friend very successfully. They are actively involved in the life of the school and anxious to increase their knowledge. They are linked to curriculum areas and have specific responsibilities. To fulfil these, they have a programme of regular visits. For example, the governor of the month spends time in classrooms working with teachers. Following these visits, governors report back to the full governing body. Governors have also attended training to improve their knowledge and skills and this helps them carry out their responsibilities effectively. They review test results and future targets are discussed with the headteacher. Governors fulfil their responsibilities successfully and their involvement in the strategic direction of the school is very effective.

44. The detailed plan for school improvement, drawn up after the previous inspection has been systematically followed, enabling the school to improve or remedy many of the issues raised. The current development plan is also effective in helping the school to carry out its aims for improvement. It clearly identifies the action to be taken in the prioritised areas, and progress is monitored against identified criteria. Staff and governors are appropriately involved in the formulation, implementation and review of the plan, which is an improvement since the previous inspection. Strategies to address targets on the plan, such as implementing a whole school curriculum, have been successful in improving standards in subjects. The school development plan is reviewed and updated annually. Currently the main priorities are to raise standards in information and communications technology and to implement fully the national numeracy strategy, and thereby raise standards in mathematics.

45. The provision for pupils with special educational needs is effectively managed. Individual education plans are drawn up carefully, and realistic targets are set. In response to the increased number of pupils with special educational needs staffing has been increased and a dedicated room provided for additional support. The link governor for special educational needs ensures the governing body is well informed about provision in the school. Pupils who speak English as an additional language are monitored appropriately.

46. The school is mainly successful in meeting its far-reaching aims, which cover pupils' personal and social development, the curriculum and home. The underlying values of helping children to recognise and value their individuality and to grow in self-esteem and confidence are very clearly evident in the day-to-day life of the school. There is effective support for pupils with special educational needs and equal access to the curriculum for all pupils. Statutory requirements are met in all areas apart from information technology in Key Stage 2. Good progress has been made in addressing the key issues from the previous inspection. Schemes of work in design and technology, information technology and physical education have been developed and standards of work have improved as a result. The quality of information for parents has improved and the new prospectus now fully meets requirements. Policies reflect practice and the school provides a welcoming, friendly environment. Staff work industriously as a united team and provide very effective role models for the pupils. The ethos is very positive and reflects the school's strong commitment to improvement and good relationships.

49. **Staffing, accommodation and learning resources**

47. The school has a sufficient number of qualified teachers to meet the demands of the curriculum. Their range of experience is good, with a balance between longer-serving staff and those more recently qualified. There are sufficient learning support assistants to support younger pupils and those with special educational needs. They make a good contribution to pupils' progress.

48. The arrangements for staff development are good, and have improved since the last inspection. Teachers attend a variety of in-service courses to improve their expertise. Recent training has focused on literacy and information technology and this has ensured the good introduction of the literacy strategy and improvements in information technology. This year there has been well focused training in the numeracy strategy. Learning support assistants participate in some school-based training, which makes them better informed and more able to make a valuable contribution to pupils' progress. The headteacher monitors teaching and holds annual interviews with staff to discuss their development needs and individual training needs. This is a good system, in the absence of formal appraisal, in ensuring convergence between the school's and individual needs. The newly qualified teacher is well supported by a mentor and the induction procedures are good. All staff have a positive and open attitude towards training, and they are committed to supporting the positive ethos of the school.

49. The accommodation is stimulating, attractive and good overall. The recent refurbishment of the library and cloakroom areas adds considerably to the learning environment. The library is very attractive, the decorations are stimulating and the shelves are clearly labelled to help pupils find the books they need. Classrooms are small but provide a lively stimulus for the topics studied and support and encouragement for the pupils. The school benefits from a separate dining hall and a specialist music room, also recently refurbished. The building is clean, tidy and well maintained and the grounds are attractive. Pupils are involved in plans to develop the play area, which is to be funded by the parents. The playground and field are well used for physical education. The reception class has access to a separate outside play area but there are no wheeled toys or climbing

equipment to enhance their physical development.

50. The school has a good range and quantity of learning resources, which support the curriculum well. Resources for information technology have been updated, and each class has at least two computers. Although information technology resources have improved since the last inspection, the school still lacks software for the Key Stage 2 curriculum, which prevents pupils access to the full curriculum. The library is very well stocked with a good range of fiction and non-fiction books. The school continues to make good use of resources beyond the school, such as local artists, educational visits and local surveys.

53. **The efficiency of the school**

51. The overall efficiency of the school is good. Financial planning is good. This is an improvement since the last inspection as there are better systems in place for checking and monitoring the cost-effectiveness of financial decisions. Governors monitor spending regularly, and although there is limited flexibility within the constraints of the budget, priorities have been chosen well and projects successfully completed. There are written financial procedures and the governing body has agreed appropriate virement and expenditure limits for the headteacher. Recommendations in the recent audit report have been fully addressed by the school.

52. Internal financial control and administration is good. The job share arrangements in the office are effective because there is good communication and well-organised division of duties between the friendly, helpful staff. Funding for special educational needs is used efficiently and the school supplements these funds from the general budget. This enables pupils with special educational needs to make good progress.

53. Staff and governors are fully involved in determining the financial priorities for the year and have a clear understanding of how the budget is linked with the school development plan. The expenditure on the school library and new computers was purposeful and has increased learning opportunities for pupils. Building works have benefited from the expert professional advice of a governor and voluntary help of parents. Redecoration of the entrance and cloakroom areas is to a high standard and has enhanced the working environment for pupils and staff. The school is fortunate in having many supportive parents and friends who have raised significant funds to contribute to these and other building projects.

54. The school budget is supplemented by income from lettings, which increases the income for each pupil. Expenditure on teachers is below average but the school has chosen to spend an above average amount on education support staff. The overall deployment of teaching and support staff is very good. An effective partnership is established during every lesson, ensuring that pupils have appropriate focused support. Curriculum teams work effectively, broadening expertise within the school and ensuring all subjects are satisfactorily promoted. Similar arrangements for shared planning makes a positive contribution to the curriculum and the quality of teaching. It is particularly effective in ensuring work is increasingly challenging as pupils move through the school.

55. Pupils' attainment on entry is above average, although each cohort varies in the proportion of pupils with special educational needs. Overall, pupils make sound progress and leave school having achieved above average results. Standards of behaviour, relationships and attitudes to work are very good. The educational provision, especially teaching, is good, despite the constraints of staff changes. Good progress has been made in addressing the key issues from the previous report, and the foundations have been laid for further improvement. The school is well led and managed. Taking these factors into consideration, the school provides good value for money.

58. **PART B: CURRICULUM AREAS AND SUBJECTS**

58. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

56.Children are admitted to the reception class at the beginning of the year in which they are five years old. They are introduced gradually, attending part-time until they are fully settled into the school routines. At the time of inspection two of the twenty-nine children had already had their fifth birthday. The class had been attending full-time for four days. Most children have attended some pre-school provision, which varies from a couple of mornings of playgroup to part-time nursery. The attainment of children is above average overall when they enter the reception class. A few children have been identified as having special educational needs. The quality of provision for children under five is good. They make good progress overall. By the time they are five years old children attain standards that are at least in line with national expectations for children entering compulsory schooling, and most exceed the expectations of the desirable learning outcomes.

57.Children make good progress in their **personal and social development**. They form good relationships with adults and with one another, showing good manners and politeness. They are friendly, with growing confidence. Most are beginning to work effectively in groups, taking turns fairly, with bubble blowing equipment for example and when sharing sought-after construction wheels. Their behaviour is very good, both in the playground, in lessons such as when using the giant's castle and when working independently on the computer. They show pleasure and curiosity when sharing new books, and a well-developed sense of fun during role-play. Children enjoy the challenge of structured group sessions. They showed increasing concentration and perseverance when, for example, sequencing their own storybooks. They demonstrate growing independence in organising themselves and in making choices and decisions. Standards attained are above average.

58.By the age of five, attainment in **language and literacy** is above the national expectation. Children listen attentively to staff, and this promotes their good progress. They quickly learn a range of stories, songs and rhymes and enjoy participating in them. They take part in a wide range of structured play activities that offer rich opportunities to develop their speaking and listening skills. The very interesting and stimulating book provision encourages children to share books with adults and to enjoy sharing books and story-tapes with each other. This promotes good progress and some higher-attaining children have progressed to reading books from a reading scheme. Most children know the characters from well-known folktales and understand the conventions of simple stories. The names and sounds of letters are taught in an effective and systematic way, and word recognition skills are practised at home. This enables most children to write their own names accurately and many are beginning to copy adults' writing. The writing table encourages children to experiment with their own ideas and many choose this activity to compose letters and cards.

59.Attainment in **mathematical understanding** is above the national expectation. Children make sound progress as they steadily learn to sort and count through varied practical activities. For example, they use playdough and pegs to play number games and to create patterns and shapes. They successfully built their understanding of time by relating their own day to the Mr Wolf game. Most count to 20, accurately and use a number line to recognise and match the numbers. Higher-attaining pupils calculate 'one more than' and 'one less than' accurately. Several children recognise simple shapes such as squares and triangles and most remember the correct sequence of the days of the week. Teachers encourage them to recall the day 'yesterday' and name the day 'tomorrow' to help pupils build their understanding and acquire the vocabulary to express it.

60.Children make satisfactory progress in their **knowledge and understanding of the world**. A variety of well-structured experiences give children a sound introduction to history, geography, science and technology. They are encouraged to look, discuss and record what they encounter. They recall confidently past and present events in their lives, for example birthdays, parties and holidays. Most know the names of common pets and farmyard animals, and understand that their beans need light and water to grow. They used a magnifying glass carefully and commented sensibly on what they observed. Children gain a sound understanding of materials as they plan and construct their models and when building structures with blocks. They sort a variety of materials according to their properties well and use a good range of vocabulary to describe their texture. Children are aware of their local environment and most know that they live in Sanderstead. Teachers use reading books and

stories effectively to develop children's mapping skills. For example, children used the story of Jack and the Beanstalk to create a map of Jack's village and recorded his route to the market, showing a sound understanding of how to represent the river, roads and houses. Many are developing good key board and computer mouse skills for word games and drawing pictures. For example, they know how to select and change the colour of patterns and how to rub out incorrect lines. This good practice on the computer supports their learning in other areas.

61. A good variety activities for the promotion of **physical development** enable children to make good progress. Their manipulative skills are developed well through the use of construction toys, building blocks, and tools such as rolling pins and cutters when cooking. Children develop greater control when fastening buttons, zips and buckles and they use scissors and glue with increasing accuracy. They have regular experience with pencils, drawing media and pens, and their good colouring skills and letter formation reflects this. Children run jump and skip confidently in the outdoor area, taking care not to bump into each other or trip over. They have good control over their actions and appropriate awareness of others. They do not have daily access to climbing and balancing apparatus outdoors but regular physical education lessons, including dance and experience on gymnastic apparatus, adequately compensate for this.

62. Children enjoy creative activities and they make good progress in their **creative development**. They use a wide range of materials and tools confidently to cut, draw, paint and print. Several children very carefully considered the personal details to be included in their giant portraits. Children are taught new skills in a systematic way, such as how to use different printing techniques. Colourful bonfire night collage enabled them to develop their understanding about composition. Children enthusiastically take opportunities for role-play, and also invent interesting scenarios with small equipment. Children played musical instruments well in an activity which involved creating music using everyday objects. They concentrated well and produced controlled percussion accompaniments and tuneful singing. Many are building a good repertoire of action rhymes and assembly songs.

63. The **quality of teaching** is good, and contributes significantly to the children's good progress. Children are introduced to the routines and expectations of school in a warm sensitive manner. They are encouraged to accept responsibility for themselves and for their learning from the very beginning. The good partnership between staff ensures that all children are given appropriate support and have equal access to the curriculum. Staff assess the children's learning regularly and well, identifying their strengths and weaknesses and using this information to plan future activities. Teachers' good questioning skills, which encourage children to explain their ideas, contribute effectively to these assessments. However, these are not routinely linked to either the areas of learning for the under fives nor the National Curriculum, makes it difficult to track progress consistently.

64. Effective lesson planning and organisation ensures that sessions run smoothly. Children are given sufficient opportunities to initiate activities as well as to complete tasks directed by adults. Staff use time well. Every opportunity is taken to extend learning, such as counting when lining up and totalling the register. A good range of resources are well stored and labelled, which encourages children's independence, and the high quality of display constantly re-inforces learning. Parents are successfully involved in their children's learning from an early stage as reading books are regularly sent home for children to share with their parents. The **curriculum** is sound. Staff have worked hard to plan an appropriate curriculum for children under five and daily lessons are appropriate, because adults use their knowledge of the needs of young children to change activities as required. The scheme of work has improved since the last inspection but still lacks the necessary detail to fully explain how teaching and learning for the under fives relates to the desirable learning outcomes and the National Curriculum. There is lack of guidance for step-by-step planning, to ensure children build systematically on previous learning and there are insufficient formal links to assessments. Overall, standards in provision have improved since the last inspection. The good plans to further improve provision for the under fives show there is good capacity for further development.

67. ENGLISH, MATHEMATICS AND SCIENCE

67. English

65. Results of the Key Stage 1 national tests in 1999 were well above average for reading and above average for writing. In comparison with similar schools in 1999, results were well above average in reading and in line with the average in writing. Pupils at the end of Key Stage 2 gained well above average results in the 1999 tests compared to all schools and to similar schools. These results are better than those reported at the time of the last inspection. At both key stages, taking the last three years together, performance in reading and writing has been well above average. Variations in the proportion of pupils with special educational needs have affected the overall results leading to some fluctuation in results, as the number of pupils in Years 2 and 6 is relatively small. Girls and boys results have been consistently above the national average.

66. The attainment of pupils currently in Year 2 and Year 6, whilst above average overall, is lower than the results of the national tests in 1999. The main reasons for this are the higher proportion of pupils with special educational needs in these year groups and the staffing changes for pupils in the present Year 6 class. By the end of both key stages, standards in speaking and listening are well above average. Pupils listen carefully to the teacher and to each other, answering questions and following instructions sensibly. This enables them to settle to work quickly. They are confident in giving their opinions and expressing their misunderstanding clearly, which promotes their better progress. Many good opportunities are provided for pupils to discuss ideas and give suggestions about stories and poems. They make good progress. For example, pupils in Year 1 discussed their favourite extracts from the story of 'Scary Bear' enthusiastically in pairs. In Year 6, pupils used complex sentences and a wide vocabulary when thoughtfully suggesting the difference between pictures and script in a newspaper. One pupil confidently explained that 'The picture allows you to have your own feelings about an event, and sensational language can influence the reader's opinion', demonstrating insightful reading and articulate expression.

67. Standards in reading are well above average at the end of both key stages. The school places high priority on reading and ensures there are daily quiet reading periods as well as opportunities for reading together during literacy hour. This promotes pupils' good progress. By the age of seven, almost all pupils read with understanding, confidence and fluency. They use punctuation to read expressively, and work out unknown words using their knowledge of sounds and their understanding of the story. By Year 6, most pupils are familiar with a range of modern authors and talk knowledgeably about their preferences. Pupils evaluate their current reading books well and refer to relevant sections of the text to support their comments. Higher-attaining pupils explain how some books are able to stir the emotions. A few lower-attaining pupils however, have insufficient guidance when choosing books and are not monitored closely enough to ensure they are completing, rather than just dipping into texts. Reading for information is very well promoted. Pupils regularly refer to non-fiction books to support work in other subjects. From the beginning of Key Stage 1, all pupils find books confidently from the library and use a table of contents, index and glossary with ease. Parents are very well informed about how to help their child with reading and most hear their children read regularly, which makes a very good contribution pupils' progress.

68. Standards in writing are above average at the end of both key stages and pupils make good progress. Most pupils write confidently as they are eager to express and record their ideas in a variety of styles and for a variety of audiences. Good speaking skills combined with a wide vocabulary enable the youngest pupils to recount familiar stories with ease. Year 6 pupils adapt their style for different purposes and adopt a journalistic style to record their work in history and a methodical style to record work in science. By the end of Key Stage 2, most pupils use paragraphs and speech marks accurately and they are familiar with sentence structure, such as clauses. An editing code helps pupils to be more independent when improving their work and most are confident, if not consistent, users of dictionaries. In work completed during the current year however, higher-attaining pupils often write at insufficient length in independent and creative writing. Standards are lower overall in this aspect of the subject, and lower than the previous year's national curriculum test results. All pupils are taught a neat cursive handwriting style to enable them to write at speed but few transfer these skills into all their work, or consistently take pride in their presentation.

69. In all classes, good emphasis is placed on the development of literacy skills. Pupils use language well across the curriculum. For example, good discussion takes place in religious education about beliefs and attitudes. Younger pupils plan and write their own information books for history and geography. Throughout the school, new specialist vocabulary relevant to subjects such as science is introduced and reinforced well. Information technology is used effectively for consolidating spelling and sentence work and for communicating information. The introduction of the literacy hour has placed greater focus on the structures of reading and writing, laying good foundations for even higher standards.

70. Pupils with special educational needs and those who speak English as an additional language make good progress. They benefit from the focused group work during lessons. The targets in their individual education plans are well written with a helpful focus on literacy skills. All pupils have a positive attitude to their English work and most enjoy the literacy hour. They are keen to do well and work equally hard individually, in pairs or in small groups. They listen to the teacher and to each other, valuing constructive criticism about how their work may be improved.

71. Overall the quality of teaching is good, with examples of very good teaching. Teachers have quickly acquired a good knowledge of the new material and books for the literacy hour and plan interesting and relevant tasks. Lesson objectives are clear and work takes into account the range of pupils' needs within each class. Introductions to lessons usually make useful links with previous work to consolidate previous learning, and then briskly move on to the new lesson focus. In a Year 1 lesson, the teacher very effectively drew out comparisons between the current and previous work to promote pupils' understanding of story structure. By continuing to press pupils, they generated a wide selection of adjectives and developed their skills of inference well. In very good lessons, at both key stages, stimulating additional resources reinforced and supported new learning effectively, for example, vocabulary lists, word games and charts. In several lessons, teachers targeted questioning skilfully, to assess what pupils of different attainment levels already knew and effectively checked their understanding. In most lessons, pupils are encouraged to share their ideas and knowledge, all contributions being valued. In a Year 6 lesson, the teacher's well-directed praise and encouragement motivated pupils to greater effort and extended their interest in the vocabulary used by journalists. Teachers and learning support assistants work together effectively, giving focused support to groups of pupils.

72. Pupils' books are marked regularly. The best marking points out how the work should or could be improved but this is not yet consistent across the school. Regular reading assessments and records of pupils' attainment in writing help teachers track pupils' progress and plan appropriate work. The headteacher monitors teaching and gives relevant feedback, which is helping teachers improve aspects of their lessons, such as the plenary. The policy and scheme of work, which covers all national curriculum requirements, provide clear guidance for teachers. The leadership and management of the subject is good and the co-ordinator also gives teachers helpful and appropriate advice. Although some of the weaknesses identified by the last inspection such as pupils' creative, imaginative and expressive writing still remain as the weakest aspect of the subject, the literacy strategy has been introduced effectively and the development plan for the subject has identified these as key areas for improvement. There is good capacity to maintain above average standards and effect further improvements. A very good selection of books and stimulating library provision make a significant contribution to pupils' progress.

75. Mathematics

73. Pupils' results in the 1999 national tests at the end of Key Stage 1 were in line with the national average. Relatively few pupils attained the higher level 3, and as a result pupils' results were well below the average for similar schools. The evidence seen during the inspection indicates that the present Year 2 pupils are working at average levels. They have completed a suitable amount of work in all aspects of mathematics. At Key Stage 2, results in the 1999 national tests were above average. Compared with similar schools, results were average. The results have risen since the last inspection, with more pupils attaining the higher level 5. Results have fluctuated from year to year, in direct relation to the number of pupils with special educational needs in each Year 2 and Year 6 class. Pupils currently in Year 6 have experienced unusually high staff changes. The evidence from samples of work indicates that these pupils are working at levels that are broadly average. They have covered an appropriate amount of work and range of activities but it is at a lower standard than the previous Year 6.

74. By the end of Key Stage 1, most pupils accurately read and record two digit numbers and understand the value of each digit. Pupils name and identify the properties of two and three-dimensional shapes using correct vocabulary. Higher attaining pupils find lines of symmetry and use their knowledge of angles to program the floor robot. By the end of Key Stage 2, most pupils set their work out methodically when recording data on a pictogram but too many pupils set out work in a disorganised and inconsistent way. This slows their progress. Pupils calculate the area of regular shapes and determine the surface area of a cuboid. Pupils understand negative numbers and how to find square numbers but many have difficulty giving quick responses to questions because they have not memorised multiplication facts. At both key stages, most pupils successfully solved problems but many lacked the basic strategies for checking their answers and working out mental arithmetic problems quickly.

75. Pupils' mathematical knowledge and skills are developed satisfactorily in other subjects and numeracy work supports activities across the curriculum. For example, in both science and geography, pupils record their work as charts and graphs satisfactorily. In design and technology they measure accurately and have a good understanding of shape. They use information technology effectively when entering data, to create graphs, on the computer.

76. Pupils of all abilities are making sound progress. Progress was satisfactory or better in all the lessons seen, and it was good or better in half. Pupils made good progress in Year 2, learning about angles by programming the toy robot. They began the lesson knowing that a right angle was 90 degrees and by the end understood that 180 degrees represented a straight line. The practical activity enabled them to quickly learn that degrees are the measure used for turning. Pupils in Year 4 made good progress in acquiring new mathematical vocabulary because their teacher reinforced such terms as 'axis'. Pupils with special educational needs made good progress where they were helped by learning support assistants or when they were in the teacher focus group. Work was set at an appropriate level, to enable them to experience success, such as when the class investigated square numbers and areas and perimeters of shapes. These pupils used squared paper as an additional aid and quickly built their understanding. Most pupils with special educational needs attain the national average by the end of Key Stage 2.

77. Pupils have positive attitudes to mathematics. They are keen to answer questions and participate in discussion. Where the first part of the lesson was used for rapid question and answer mental arithmetic tasks, pupils were enthusiastic and keen to answer. Occasionally, teacher explanations went on for too long and so the pupils lost interest and did not listen. Otherwise, they concentrated on their work well and discussed problems and methods of working sensibly. Younger pupils worked well together when they were playing a mathematical game.

78. The quality of teaching was consistently sound or better. It was good or better in half the lessons seen in both key stages. Teachers' planning takes account of pupils' previous learning, and appropriate resources are prepared before the lesson. Although mental mathematics activities are planned, in some lessons they do not take the form of a quick warm-up to sharpen pupils' mental agility and in others they are not relevant to the main part of the lesson. This reduces their impact and limits pupils' progress. Teachers explain strategies well,

but do not encourage pupils to apply these methods in mental calculations. Good questioning involved all the pupils and questions were adapted to meet the variety of needs within the class. In some lessons, teachers' expectations of pupils' behaviour and the amount of work to be covered were high, contributing to pupils' good progress, but some teachers accepted untidy work. Teachers set challenging work for higher-attaining pupils but did not always give enough support to enable pupils to complete it successfully. Discussions at the end of lessons were often used well to reinforce the main points of the lessons and to share and resolve any problems.

79. The curriculum for mathematics is sound, with a satisfactory coverage and balance of work between all aspects of the subject. This is an improvement since the last inspection. The national numeracy strategy has been successfully introduced. The subject is soundly managed and led. Teachers' plans are monitored and advice and support is given. However, the quality of teaching is not yet monitored, to share strengths and improve weaknesses. This was also identified in the last report as a development need and has yet to be implemented. Day-to-day assessment is used well, but there is not a consistent approach for assessing pupils work as they move through the school in order to track individual pupils' progress. There are sufficient resources to support the subject. These are imaginatively augmented by teachers' own resources, which are used well to clarify lessons. There is sound capacity for further improvement.

82. Science

80. In the 1999 teacher assessments at the end of Key Stage 1, pupils overall results were in line with the national average. The proportion of pupils gaining the higher level 3, was below that found nationally. At the end of Key Stage 2, test results were well above the national average, but average when compared to similar schools. Over the three years to 1999, results in the end of Key Stage 2 tests were above average. After a decline in 1998, results rose again in 1999. Results have fluctuated from year to year in direct relation to the number of pupils with special educational needs. Evidence from lessons and recorded work and discussions with pupils show that the standard of work of the pupils currently in Year 2 and Year 6 is average overall. A small proportion of pupils is working at an above average level. Pupils currently in Year 6 are working at a lower standard than the previous national test results. This is partly due to staff changes, an increase in the proportion of pupils with special educational needs and because the organisation of some science lessons leads to insufficient challenge for pupils.

81. By the end of Key Stage 1, pupils describe and record results on a simple table. A strength is undoubtedly their understanding and experience of investigative science. For example, they understand what makes a fabric waterproof and can suggest an activity to test this accurately. Pupils understand what a fair test is and they are increasingly competent in planning their own examples. By the end of Key Stage 2, pupils understand why a fair test is necessary. They ask appropriate questions to set up a test, make predictions, carry out the test and deduce the results. A group of Year 4 pupils accurately devised their own test for finding different materials that are good conductors of electricity. Higher attaining pupils changed some variables. Pupils successfully apply their scientific knowledge to work in design and technology. For example, pupils in Year 6 made a kite after investigating how different objects fall. Pupils in Year 2 planned to make a post-bag for Katie Morag using materials they had investigated for waterproof properties. Written work, however, is too frequently incomplete with patchy evidence of recorded facts in all aspects of the subject.

82. Pupils make sound overall progress in both key stages. They made good or very good progress in lessons when science was taught separately. Pupils with special educational needs are well integrated into groups and they have good support from their peers. Pupils show keen interest in their work and enthusiasm for experimental work. Their response in lessons is good. Presentation of work, however, is erratic. Pupils do not have a consistent approach in setting out scientific investigations. Sometimes it is difficult to follow a process or identify patterns in results because of unstructured presentation. This does vary from class to class and between groups within a class.

83. Overall, at both key stages, the quality of teaching is satisfactory. Work is generally well-matched to pupils' prior attainment and enables them to build steadily on earlier learning. Most lessons are based on practical and investigative activities and this motivates pupils well. In the best lessons, teachers used

questioning carefully to check pupils' understanding during the introduction and to improve their learning throughout the session. In the very good lessons, teachers gave full attention to the science focus. For example, in a Year 6 lesson, the main points learned in the lesson were pulled together in a discussion which allowed pupils to explain their ideas. This helped them to expand their knowledge and understanding. The pupils' needs in practical activities were anticipated well and their misconceptions were corrected. Teaching is less effective, although sound, when science is taught alongside other subjects. This organisation does not guarantee that all aspects of science are covered in sufficient depth and that all pupils gain in knowledge and understanding. In one lesson, various subjects were taking place and teaching was interrupted several times by pupils from other groups, causing the progression of thought to be lost. Many classes have useful interactive displays, encouraging pupils to a fuller understanding of aspects of science.

84. The very detailed scheme of work has very good links to other subjects. This is a good improvement since the last inspection. However, the use of information and communication technology is not sufficiently incorporated into the planning and so teachers miss many opportunities for its use. This reduces pupils' progress. This is partly due to the lack of resources. Assessment procedures are sound. Classes are presently piloting a new assessment recording sheet, designed for teachers to see the attainment of individual pupils at a glance. Overall marking of work is satisfactory. Comments written on work are constructive, but often are not followed up by the pupils. Appropriate links are made with literacy and numeracy. Pupils are taught the correct scientific vocabulary and transfer precise measuring skills and graph drawing to the scientific context. Resources are adequate and very well organised, allowing easy access for teachers. Leadership and management of the subject is sound. The co-ordinator has suitable plans, including a scheme to incorporate starting point suggestions with the equipment boxes. There is sound capacity for further improvement.

87. **OTHER SUBJECTS OR COURSES**

87. **Information technology**

85. Considerable improvement has been made in provision at both key stages since the last inspection. Standards have improved and appropriate use is now made of information and communications technology across the curriculum. At the end of Key Stage 1, standards are above the national expectations. Pupils display very good mouse control from Year 1 and make good progress. By the end of the key stage they load, save and print their own work independently, and show good knowledge and understanding of the applications they are using. They use programmable toys confidently, and understand the early stages of computer modelling. For example, they tried out their ideas when placing graphics on the screen to design a town. They have managed data effectively and used graphing programs successfully to display the results of their surveys and science investigations.

86. By the end of Key Stage 2, standards overall are below the national expectations. Pupils are working above national expectations in the area of communicating information, through word-processing and desktop publishing. They confidently find pictures from files, clipart and CD-ROMs. They understand the use of frames and the need to size and organise them when creating their own newspapers. Higher-attaining pupils have created imaginative headings using word art. They combine different media successfully but attainment in the controlling and modelling strands of the National Curriculum is below expectations and pupils make unsatisfactory progress. They carry out insufficient work in these aspects and so their skills are less well developed. There are too few opportunities to use computers to simulate conditions where they could pose hypotheses and to write programs for controlling other equipment. Throughout both key stages, pupils make good use of mathematical programs. For example, in Year 4, pupils located and downloaded specific information from a CD-ROM, following straightforward lines of enquiry.

87. Pupils of all ages show keen interest in their computer activities and work independently for sustained periods. Their response was good. They concentrated hard on their tasks and worked enthusiastically. Pupils worked collaboratively, showing respect for others' ideas and abilities, often helping each other out of difficulties.

88. All teachers have received training for information technology. This has been effective and contributed to the considerable improvement in standards since the last inspection. Teachers now use computers routinely to

support work in other subjects. Due to timetable arrangements insufficient direct observations of teaching were made to evaluate the quality of teaching. However, relevant activities are clearly shown on daily plans, and teachers were observed giving pupils appropriate direction and advice. At Key Stage 2, pupils are often given helpful guidance sheets to work from. These explain work clearly and promote pupils' step-by-step progress effectively.

89. A well-considered policy is in place and the school is following the nationally recommended scheme of work. This is providing good guidance and has contributed to raising standards in the communicating strand of the curriculum, although aspects such as controlling and modelling have yet to be fully implemented. Assessment, at present is informal. Some self-evaluation booklets and a portfolio of examples of work are planned for but not yet implemented. Information technology is managed well by two coordinators, who work in effective partnership. The subject has been identified as a priority on the school development plan for 1999 - 2000 and the detailed and appropriate action plan indicates how weaker aspects of the subject will be developed. Strategies implemented this term and the new resources have already had impact on raising pupils' standard of attainment, especially at Key Stage 1. Since the last inspection, improvement has been good and there is good capacity for further improvement. There is an adequate number of computers and good use is being made of the laptops, but insufficient resources to develop the controlling and modelling aspects of the curriculum at Key Stage 2. A technician is employed for half a day a week to assist with the equipment and to give basic support to teachers. This is a well-considered and efficient use of resources because it allows teachers to seek advice, as they need to know new skills, and to focus on their teaching in the knowledge that all equipment is working.

92. **Religious education**

90. At the end of Key Stage 1 and Key Stage 2, standards in religious education are above the expectations of the local Agreed Syllabus. They are higher than at the time of the last inspection. Pupils make good progress through both key stages. Key Stage 1 pupils show a growing understanding of Bible stories and are beginning to see how these relate to their own lives. For example, they have related the story of Moses to their own class rules. They make good progress when studying Christian celebrations such as baptism and weddings because visits to a local church and their own experiences make the significant features of these ceremonies relevant to their lives. Pupils in Key Stage 2 show a developing understanding of religious customs and values. After learning about the story of Joseph, pupils in Year 3 identified the issues involved in family conflict and forgiveness. By Year 6, pupils have gained good knowledge of world religions such as Islam, Hinduism and Judaism and have made comparisons between these religions and Christianity. They know the names of different religious artefacts, have learnt about holy books, and have a good knowledge about special festivals and places of worship.

91. Pupils' attitudes to learning are very good at both key stages. They listened attentively to stories and responded thoughtfully to questions raised in the lessons observed. Their confidence in discussion reflects the very good relationships they have with their teachers and one another. All the teaching seen was good. Lessons were very well planned. Good relationships with the pupils and the recall of personal experiences held the pupils' interest well. Very good questioning inspired the pupils to think seriously about modern issues related to the preparation for Christmas. Resources were well used and teachers made good use of the pupils' own knowledge and experiences to encourage very thoughtful answers. In one Key Stage 2 lesson, the teacher used examples of pupils' work to motivate and encourage them in considering how they could help others at Christmas.

92. The scheme of work for religious education provides sound guidance for teachers. Resources are very good, with many books and a growing selection of artefacts from different religious traditions. This helps pupils make better sense of new information. A good selection of visits, to different places of worship, contributes greatly to pupils' progress. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development and there are good links with other areas of the curriculum. For example, when pupils study Egypt, one class links it to the story of Moses and another to the story of Joseph. Language and literacy skills are developed well through the good opportunities for discussion, debate and written work. Effective

management of the subject has led to good improvement in the quantity and quality of work since the last inspection.

95. Art

93. Standards in art have been maintained since the last inspection. Pupils' attainment is generally above what is expected for their ages. The curriculum is broad, and pupils make good progress at both key stages in developing a range of skills in two and three-dimensional artwork. Art is well used to support work in other subjects. For example, younger pupils learn the skills of weaving whilst exploring the properties of materials for science. Pupils in Year 2 have made careful observational drawings of the old school building and different modes of transport, to support their work in history. At Key Stage 2, pupils investigate and represent the colourful cultures of Ancient Egypt and Aztec communities through drawing, printing, painting and mask making. Pupils build their skills systematically. For example, they experiment with colour and pattern in Year 1, and in Year 2, pupils create well-observed still life pictures with carefully blended colours. At Key Stage 2, pupils have applied their knowledge of colour mixing to paint effective portraits of Egyptians and records of their finery. Pupils in Year 4 have sensitively composed watercolour deserts, their choice of colour reflecting well their notion of 'arid', and 'sizzling'. Older pupils have skilfully captured the impression of rushing water in their waterfall paintings.

94. A good range of art from other cultures provides pupils with rich and varied experience, which makes a very good contribution to their spiritual, moral, social and cultural development. Pupils respond well to art lessons, working with concentration, enjoyment and enthusiasm for the variety of work covered. Pupils' work is highly valued by the school, praised regularly in assembly, carefully displayed and labelled in classrooms and hung proudly alongside the work of famous artists in the entrance and corridors. This motivates pupils and has a good impact on their progress. There is a good range of standard and specialist resources to support the range of activities. Sketchbooks provide a good record of pupils' attainment and progress but these are not consistently used throughout the school to monitor pupils' attainment and progress.

Design and Technology

95. Standards have improved since the last inspection and are now above what is expected for pupils' ages. Displays of pupils' work, which is of a good standard, abound throughout the school. From early Key Stage 1, pupils are taught to evaluate their carefully-drawn diagrams. Work is relevant and based on their life experiences. Through the disassembling process, pupils have discovered why bags, toys and boxes break. Their designs are clear and show understanding of the different properties of materials. Skills of cutting and joining are taught as focused tasks. At both key stages, work is challenging and technology projects are closely linked to science investigation work. For example, Year 2 pupils were designing and making a waterproof post-bag for Katie Morag. Year 6 pupils have investigated falling objects in science, and incorporated their ideas from this work when designing and making kites. A very helpful, detailed scheme of work covers the important aspects of the subject. It includes ideas and suggested activities to be taught in each class. This ensures that pupils develop skills, knowledge and understanding step-by-step as they move through the school. Projects address the full design process, including the important aspect of evaluating products and designs. Good use is made of support assistants and parents, working with groups of pupils, in very busy lessons. A record is kept of the work pupils have completed and there are plans for assessing the quality of the work, to help teachers when planning future activities. Resources are adequate and easily accessible. The subject is well managed.

98. **Geography**

96. There has been good improvement in geography since the last inspection and standards are above what is expected for pupils' ages. At both key stages, pupils make good progress. Key Stage 1 pupils learn to draw and follow simple plans and maps, linked to a study of the locality. They make good progress in their mapping skills, and by the end of Year 6 they read maps accurately as part of orienteering activities. Most of these pupils identify physical land features by interpreting contours and other map symbols. The carefully planned scheme of work gives an appropriate balance between developing pupils' geographical skills and their knowledge. Relevant links are made to other curriculum subjects, and there is appropriate use of information technology. Studies of a country from each continent enable pupils to learn about the main physical and human features and environmental issues that give a locality its character. Pupils identify similarities and differences between life on the Nile Delta and Middle American rainforests with their own surroundings, and learn how certain features, such as the supply of water can influence human activities. They have a good understanding and discuss the issues knowledgeably. Teachers carefully select the places to study to ensure a good breadth of issues are addressed. Pupils are encouraged to take a critical look at how the environment is cared for, and other environmental issues, both at home and worldwide. The regular local field trips and school journey contributes effectively by enabling pupils to learn from first hand investigations. Other resources are used effectively to reinforce learning and stimulate interest. For example, teachers give pupils challenging independent tasks, using the good supply of atlases and the CD-ROM. There are attractive and informative displays of geographical work at both key stages. The subject is well managed.

99. **History**

97. Standards in history are above what is expected for pupils' ages. This is an improvement since the last inspection. Pupils' good response to independent research of their history topics and the support of their parents contribute much to their good progress. History is taught through well-planned themes, which cover several other areas of the curriculum. In Key Stage 1, pupils have developed a good sense of the past and of chronology by considering their own short lives. They have investigated how people lived at the time of Guy Fawkes and made appropriate comparisons when describing the differences between then and now. By the end of Key Stage 2, pupils have a good knowledge and understanding about different periods from the past. They know about everyday life in Ancient Egypt, and have identified differences between education then and in the present. Pupils have a good knowledge of the origins of Sanderstead, and major events and changes in the area.

98. All history topics are effectively linked to geography, and pupils also develop their English skills through a wide variety of written tasks. History topics are brought to life through work in art and design and technology. For example, pupils in Key Stage 2 made good models of Egyptian shadoofs and mummies. Pupils in both key stages use a range of resources, including personal interviews, books, documents, artefacts and information technology, when researching historical events, which enables them to develop their enquiry skills. The history curriculum is planned well to develop pupils' historical knowledge and skills systematically. The subject is well managed. Resources are good and used effectively. In particular pupils have good opportunities to learn from historical evidence. The school building itself is a valuable 'living history' resource. The curriculum is further extended by visits to places of historical interest such as the British Museum.

101. **Music**

99. Pupils make good progress in music in both key stages and standards are above what is expected for pupils' ages. Pupils of all ages have learnt a wide repertoire of songs, which they enjoy singing. During assembly and hymn practice they sing tunefully and rhythmically with very clear words. Occasionally, pupils perform hymns in two parts, which they manage exceptionally well, without obvious help from adults. Pupils in Year 2 sang sweetly, with control, confidence and expression and maintained a two-part round with enthusiasm. All pupils have opportunities to listen to music from a range of traditions as they enter and settle for assembly. It is helpful that information about the music and composer is provided by a teacher, and then displayed with additional information for a specified period.

100. Pupils in Year 1 used untuned percussion successfully to create noises animals might make. They accompanied songs and replaced verses with their own inventions. Year 2 pupils copied a complex rhythm and passed it around a circle correctly. They have learned the correct names of instruments and are beginning to understand their special properties. By Year 6, pupils compose rhythms successfully in small groups, using a range of instruments. Pupils who have prior knowledge are suitably extended, and encouraged to use their skills to enliven group activities. The very few music lessons observed were taught well. The skills of listening and performing were built systematically, as the lessons were well-paced. Pupils enjoyed the variety of activities and concentrated well. Pupils have the opportunity to learn the violin, clarinet and piano and there are recorder groups for older and younger pupils. The choir meets regularly and performs in school concerts and the Christmas carol service. There has been good improvement since the last inspection and the subject is managed effectively.

103. **Physical education**

101. Attainment at the end of both key stages is above what is expected for pupils' ages. This is an improvement since the last inspection. Key Stage 1 pupils responded imaginatively to the teacher's exciting stimulus in dance. They moved well to the music and were completely absorbed in their work. Key Stage 2 pupils made very good progress in gymnastics. They showed agility and control in jumping and landing and improved their performance through practice. They had good control of their movements when travelling in different directions, and could devise a number of ways to travel over the apparatus. Year 6 pupils used the skills they had previously acquired and worked with poise and precision in their sequences. Pupils' approach to physical education was enthusiastic and they worked hard to improve their skills in response to well-matched challenges. They behaved very well, listening attentively and performing simple skills safely. They showed great enjoyment during lessons.

102. The very few lessons seen varied from satisfactory to excellent teaching. Each element of the lesson was planned in detail. Lessons were generally well paced, with an appropriate warm up, well-developed progressive activities and a gentle cool down at the end. Coaching points were made throughout the lessons, which enabled pupils to improve their performance. An appropriate amount of time was allocated to each activity before moving on to the next, giving pupils adequate time for practice. Praise and encouragement were used effectively and pupils were chosen to demonstrate good practice to the class. Thus motivating pupils to further effort. In the excellent lesson, pupils were inspired by the teachers' very good subject knowledge and interesting ideas, with constant challenge to improve their work. There has been good improvement since the last inspection. A revised scheme of work has been introduced, and teachers are more confident in teaching the subject as a result of the in-service training they have received. Pupils have swimming lessons during their time at school, and the majority achieve the expected standard by the time they leave. Many pupils take part in a good range of extra-curricular activities and competitive sport, which is organised by teachers and parents. This has a positive impact on standards.

105. **PART C: INSPECTION DATA**

105. **SUMMARY OF INSPECTION EVIDENCE**

103. The inspection was undertaken over a four-day period by four inspectors, for a total of 14 inspector days. For the majority of time in school, the inspectors visited classes and talked with individuals and groups of pupils. In total, 40 direct observations of teaching took place and these totalled 31.8 hours. The work of a sample of three pupils from each year was evaluated and a sample of pupils was heard reading. Planned discussions were held with teachers and subject co-ordinators, the headteacher and governors. Policy documents, teachers' planning and assessment records and pupils' records were scrutinised. A parents' meeting was held before the inspection. 15 parents attended. Questionnaires were sent to parents and the 55 replies were analysed.

106. **DATA AND INDICATORS**

107. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	213	0	24	7

107. **Teachers and classes**

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):

8

Number of pupils per qualified teacher:

27:1

107. **Education support staff (YR - Y6)**

Total number of education support staff:

5

Total aggregate hours worked each week:

116

Average class size:

30.4

107. **Financial data**

Financial year:

1999

£

Total Income	404,788
Total Expenditure	416,374
Expenditure per pupil	1,928
Balance brought forward from previous year	18,407
Balance carried forward to next year	6,821

107. **PARENTAL SURVEY**

Number of questionnaires sent out:	155
Number of questionnaires returned:	55

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	36	58	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	29	58	9	2	2
The school handles complaints from parents well	15	40	41	2	2
The school gives me a clear understanding of what is taught	9	58	22	11	0
The school keeps me well informed about my child(ren)'s progress	13	62	16	7	2
The school enables my child(ren) to achieve a good standard of work	11	65	20	4	0
The school encourages children to get involved in more than just their daily lessons	18	65	15	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	11	51	20	18	4
The school's values and attitudes have a positive effect on my child(ren)	16	78	4	0	2
The school achieves high standards of good behaviour	20	56	16	0	4
My child(ren) like(s) school	49	42	7	0	2

107. **Other issues raised by parents**

Parents would like information about termly topics sent home earlier, so that they can help their children better at home.