

# INSPECTION REPORT

## **PARISH CHURCH CofE JUNIOR SCHOOL**

Croydon

LEA area: Croydon

Unique reference number: 101790

Headteacher: Mr David Morgan

Reporting inspector: Dr Vivien Johnston  
8402

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> July 2002

Inspection number: 195284

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Warrington Road Croydon Surrey
Postcode:	CR0 4BH
Telephone number:	0208 688 5764
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Elliott
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Parish Church Junior School is a voluntary controlled school with 354 boys and girls. It is larger than most primary schools. It is popular locally and so is over-subscribed. Most of its pupils come from white UK heritage, black Caribbean or black African backgrounds. Many live near the school, which is in the centre of Croydon, and some travel from other parts of the town. Pupils' socio-economic background is broadly average. The proportion of pupils who speak English as an additional language is above the national average, but almost all are fluent and so need no extra help. The proportion of pupils identified as having special educational needs is above the national average, although the proportion with a statement of need is below average. Mostly, pupils' needs relate to learning difficulties and are not severe.

The school has expanded to three-form entry, which has broadened its catchment area and the range of attainment of its pupils. Pupils' attainment on entry in Year 3 has been above average in most years, although it was average in 2001.

The school gained Investors in People status in 2002, and was awarded a School Achievement Award in 2002, an Arts Mark in 2001 and a Basic Skills Agency Quality Mark for Primary Schools in 2001.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is very good. Standards are above average, and pupils achieve well. The results in the national tests were well above average in 2001. The teaching is good, with much that is very good in English, mathematics and science. The pupils' personal development and relationships are excellent, as is the school's promotion of their spiritual, moral, social and cultural development. The school is very well led and managed, and provides very good value for money.

#### **What the school does well**

- Through consistently effective teaching, the school enables its pupils to do very well in the national tests of English, mathematics and science, and to attain above-average standards in their work.
- Pupils respond very well to the school's expectations of them; their attitudes and behaviour are very good, and their personal development and relationships are excellent.
- The school has a very strong ethos, focused on respecting and meeting individual needs.
- It provides pupils with many opportunities for creative work, especially in art and music.
- The headteacher and governors provide very good leadership, and are building further on the school's many strengths.

#### **What could be improved**

- No major issues for improvement were identified, although a few minor issues were drawn to the school's attention.

*The minor areas for improvement may be included in the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 1997. Its improvement since then is very good. All the key issues identified by the last inspection have been tackled purposefully and resolved. Child protection arrangements are now well established and staff manage pupils' behaviour very effectively. The school's development has been planned well, and the monitoring and evaluation of its work are now satisfactory. A marking policy has been implemented, and target setting is well established. In addition, results in English, mathematics and science have risen, teaching is better than reported by the last inspection, and the resources for information and communication technology have been improved. The provision for pupils' personal development is much better, and the school is led and managed more effectively. The school has excellent capacity for further improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	A	A*
mathematics	C	A	A*	A*
science	C	B	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The school's results in the national tests have risen over the last five years, at a rate similar to that nationally. In 2001, the mathematics results were in the top five per cent nationally, as were the results in all three subjects compared with those obtained by similar schools (these are schools in which a similar proportion of pupils is known to be eligible for free school meals). The 2001 results in English and mathematics were slightly higher than the school's targets. The school won an achievement award for the improvement in its results over the previous few years.

The standards attained in English, mathematics and science by the pupils now in Year 6 are above average. The standards are not as high as the test results for 2001 because of differences between the year groups such as the proportion of pupils with special educational needs. This is also a reflection of the move to three-form entry, as the Year 6 in 2001 was the last year group to have been a two-form entry.

Pupils' achievement is good overall, and in some areas their achievement is very good. The inspection found notable strengths in pupils' work in art and music. Gifted and talented pupils have produced some excellent art work. Higher-attaining pupils do very well in English, mathematics and science, as is indicated by the results in the national tests at the end of Year 6 and by the quality of the written work of those currently in Year 6. Pupils with special educational needs also do well, and almost all gain the expected level 4 in the national tests.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about what the school offers, and enjoy working hard.
Behaviour, in and out of classrooms	Very good overall, with excellent behaviour in assemblies, around the school and most lessons. Very occasionally some pupils are chatty in lessons, when the pace and challenge of the work are less demanding than usual. The exclusions last year, which were for inappropriate behaviour, have proved an effective sanction and have contributed to the present standards of behaviour.
Personal development and relationships	Excellent. Pupils are highly responsible, and aware of others' needs.
Attendance	Unsatisfactory overall, because a few families do not send their children to school regularly enough and other parents take their children on term-time holidays. This weakness is one of the minor issues that the governing body may include in its action plan, to be drawn up after the inspection.

## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	Good

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

Teaching and learning are good overall. Teaching and learning were satisfactory or better in all the lessons observed during the inspection, and good or better in over two thirds. In about a third of the lessons observed, teaching and learning were very good or, occasionally, excellent. The consistently effective teaching enables the pupils in all year groups to achieve well. It also contributes greatly to the school's ethos and valuing of pupils' success, both academically and personally.

In English, mathematics and science, the teaching is good. Lessons are planned well, and good use is made of a variety of resources. Teachers are very clear about what they want pupils to learn, reminding them regularly of the purpose of the lesson activities, and a brisk pace keeps pupils keen and interested. Teachers often make very good use of questioning to extend pupils' understanding. Teachers manage pupils' behaviour very well, ensuring that they pay attention and work hard.

When the teaching was very good or better, the activities were stimulating, and excellent questioning led pupils to the next stage of thinking. Pupils were taught the skills needed to carry out the work well. A whole-class discussion at the end of the lesson often reinforced what had been learned and further extended the pupils' understanding. Literacy skills are taught and extended well, in English and other subjects. The skills of numeracy are taught very well in mathematics lessons, although they are followed up less consistently in other subjects. Teachers' marking of pupils' written work is generally done regularly and is encouraging. Some marking gives helpful guidance on how to improve in future, but mistakes such as the spelling of key words are not always corrected.

Teachers are good at getting the most out of all in the class. Individual pupils' needs are taken into account in lesson planning, which enables all to play a full part in the lessons. Those with special educational needs are supported well, with some very good help from teaching assistants.

Pupils are keen to learn, and tackle their work confidently. They take a full part in all the lesson activities, and produce a substantial amount of written work of good quality. Many take pride in presenting their work attractively. Pupils are very clear they are at school to work and to do their best, responding positively to teachers' high expectations of their effort, attitudes and achievement.

## OTHER ASPECTS OF THE SCHOOL

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good overall. All the National Curriculum subjects are covered, although with comparatively low time for subjects other than English, mathematics and science. The extra-curricular provision is excellent, giving many opportunities for interesting activities including sports and music.
Provision for pupils with special educational needs	Good. The pupils are supported well in class. They benefit from some specialist teaching when they are withdrawn for extra help, to reinforce their learning of basic skills in literacy and numeracy. Most individual education plans have detailed, specific targets.
Provision for pupils with English as an additional language	Very good. The very few pupils who are learning English are given much help and enabled to take a full part in school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school encourages pupils to value their achievements and those of others. Music and art make a big contribution to the life of the school, and the talents and interests of individual pupils are recognised and developed.



How well the school cares for its pupils	Very well. The school provides excellent personal support, and promotes regular attendance well. Child protection procedures are very good.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good direction to the work of the school, and has made a significant impact in the short time he has been in post. The senior staff provide valued and valuable assistance in moving the school forward. Subject co-ordinators manage their subjects satisfactorily.
How well the governors fulfill their responsibilities	Very well. Governors have a very good understanding of the school's strengths and weaknesses, and plan effectively for its further development.
The school's evaluation of its performance	Good. The headteacher and senior staff have a very clear picture of the school's effectiveness, but until recently other staff have had too little experience of monitoring performance in the subjects they manage.
The strategic use of resources	Good. The budget is managed carefully and prudently. The school implements the principles of best value well as it has set suitably challenging targets, analyses its results to see how well it has done compared to other schools, consults parents and seeks to get good value from its expenditure.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and make good progress.</li> <li>• The teaching is good, and the school expects their children to work hard and achieve their best.</li> <li>• The school is approachable, should they have problems or questions.</li> <li>• Their children are helped to become mature and responsible.</li> <li>• The school is well led and managed.</li> <li>• An interesting range of activities is provided outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about how well their children are getting on.</li> <li>• The closeness with which the school works with them.</li> </ul>

The inspection team agrees with the positive views expressed by parents. The team found that the reports to parents are satisfactory overall, with some that are very informative. The team found strengths in the way the school works with parents, particularly over the care for their children including the arrangements for pupils with special educational needs. The team agreed with parents that the school could do more to promote curricular links with parents, such as through home-school reading record books for all pupils.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Through consistently effective teaching, the school enables its pupils to do very well in the national tests of English, mathematics and science, and to attain above-average standards in their work.**

1. The evidence of the inspection and the school's own monitoring shows that teaching is consistently effective. Teachers have high expectations of the quantity and quality of pupils' work, their effort and behaviour. In the lessons observed, relationships between teachers and pupils were very positive and pupils were keen to learn. The lessons were very purposeful, and teachers gave much encouragement to pupils to reward them for working well. Teachers were good at involving all in the class in a variety of activities that built up pupils' skills and understanding systematically. Teachers' questioning was skilful as it engaged pupils' interest and encouraged them to think for themselves. The pupils' answers and spontaneous comments enabled their teachers to assess how well the pupils were learning, and where necessary the plan for the lesson was adapted in the light of these responses. This meant that the work met the needs of all in the class, including both high-attaining pupils and those with special educational needs.

2. Pupils have completed a good amount of well-presented written work in English, mathematics and science during this school year. They are prepared well for the Year 6 national tests in English, mathematics and science. This contributed to the school's results in 2001 being well above average in English and science, and very high in mathematics. Boys did better than girls in 2001, particularly in mathematics, but in previous years their overall results were similar.

3. The Year 6 test results in English, mathematics and science were better than the national average in 1997, when the last inspection took place. The difference between the national results and those of the school is now much greater than it was in 1997. The rate of improvement in mathematics and science results has been particularly rapid over the last three years. 2001 was the last year of two-form-entry year groups taking the tests. The school is now entirely three-form entry, and the increase in pupil numbers has been reflected in a broadening of the range of attainment in each year group. More pupils of average and lower attainment are entering in Year 3, and so the overall profile of attainment on entry is gradually moving closer to the national average. Differences between the year groups account for the standards of attainment in Year 6 being lower than the test results last year. Nevertheless, standards are above average in English, mathematics and science.

4. In English, pupils achieve well in relation to their attainment on entry to the school, in all areas of the subject. Most pupils are fluent and articulate orally, and their wide vocabulary and confidence in speaking contribute to their growing independence and effectiveness as writers. They have been set challenging work, with much emphasis on providing meaningful tasks. For example, pupils in Year 3 have been taught skills such as writing in paragraphs and using speech marks for dialogue, and have applied these when making their own 'books'. They have taken great care to follow publishing conventions, such as including a blurb, as well as organising the story into chapters. Pupils are helped by their teachers' effective demonstrations, as was seen in a lesson on comparing two texts by an author. The teacher showed the class how to record information in a table, and the pupils made some good suggestions of their own, based on their reading of the two stories. In this lesson, as in most others, the independent tasks were adapted well to challenge pupils of different levels of attainment, and so all were enabled to build on the ideas suggested by the teacher and to add some of their own.

5. Pupils have regular opportunities for independent reading, supported by guidance from their teachers. This was observed being taught well. The teacher led the shared reading of a novel with a small group, promoting the skills of prediction and reading for meaning as well as accuracy in reading aloud. Various literacy activities and reading resources were available for those working independently, including the opportunity to read other Year 3 pupils' 'books'. The class enjoyed the session, and read with interest and concentration.

6. Pupils do well in all areas of mathematics, including shape and space and data handling. Standards are particularly high in numeracy. Pupils have a very thorough understanding of the number system, and are encouraged to develop their own strategies to solve number problems. As a result, pupils are confident in numeracy, including mental mathematics. Teachers encourage pupils to use their existing knowledge to tackle challenging problems. This was illustrated in a Year 6 lesson in which pupils had to use their knowledge of factors to decipher a code in which letters of the alphabet had been given a numerical value. Pupils of all ages produce accurate written calculations. They are taught appropriate mathematical vocabulary, and use this well to describe what they are doing. Their knowledge of the properties of two- and three-dimensional shapes is good, and pupils know how to interpret data in a variety of graphs.

7. Since the last inspection, the school has successfully introduced the National Numeracy Strategy. Setting, in which pupils are taught in groups based on their prior attainment, has been introduced in Years 5 and 6, and is helping teachers to focus more specifically on the needs of individual pupils. Mathematics lessons have a lively pace, which maintains pupils' interest and ensures that time is used profitably. Pupils enjoy the subject and work with enthusiasm, perseverance and high levels of concentration. These positive attitudes, coupled with good quality teaching, have a direct bearing on the good achievement of pupils of all levels of attainment, including those with special educational needs.

8. In science, pupils in all year groups have carried out a good range of work, including investigations that have developed their scientific understanding. For example, Year 3 pupils tested magnets to find out which was the strongest, and discovered that the results were different from their predictions. Good learning was observed in Year 4, when pupils were finding out how the number of batteries in an electrical circuit can alter the brightness of a bulb. Pupils were also developing their vocabulary through deciding on an appropriate scale of words to use to record the brightness of the bulb. Year 5 pupils showed a good breadth of scientific knowledge in a lesson during which they investigated which materials are most suitable for soundproofing. Pupils of all ages are encouraged to make good use of their mathematical skills in science work, when working out and recording the results of their investigations. By Year 6, pupils have a very thorough knowledge and understanding of the topics covered in the National Curriculum. For example, they know how materials change when heated or cooled, and the difference between reversible and irreversible changes. They have investigated the factors that affect dissolving, such as whether changing the temperature of water affects how quickly sugar dissolves. They have a good understanding of the need for a fair test when planning an investigation, and are used to making predictions and explaining their hypotheses.

9. The amount of written work carried out by each year group indicates consistently good teaching. The work is written in pupils' own words, which helps them to consolidate their learning and enables teachers to assess their knowledge and understanding. Some teachers' marking is particularly effective as it develops pupils' scientific thinking through requiring them consistently to respond to the teacher's questions, advice and suggestions. In the lessons seen, the teachers had very high expectations of pupils' behaviour and learning. The introduction to the lessons was used well to revise previous work, enabling pupils to build on their knowledge. The pace of the lessons was brisk, and the pupils worked hard. There was an emphasis on discussion, to extend pupils' scientific vocabulary and give them opportunities to use it orally as well as in writing.

**Pupils respond very well to the school's expectations of them; their attitudes and behaviour are very good, and their personal development and relationships are excellent.**

10. Teachers promote high standards of work, behaviour and respect for others in lessons and encourage pupils to take an active part in all that the school has to offer. Pupils respond very well to this. They take part enthusiastically in lessons and the other activities the school offers, including extra-curricular activities. Their attitudes, behaviour and personal development are major strengths of the school, and contribute very positively to its strong ethos and the standards pupils attain.

11. In lessons pupils show keen interest and participate readily in all types of work, whether class activities, individual or group work. They know what is expected of them and respond appropriately,

often with a high level of enjoyment. They concentrate well, and work co-operatively and effectively when asked to collaborate. They listen to others' ideas with interest, and are supportive of those who encounter difficulties with the work.

12. Pupils are keen to be helpful. The pupils in each class have many opportunities to take responsibility, both as monitors and generally in assisting during lessons. For example, they are pleased to be asked to help with distributing learning resources and with clearing up at the end of the lesson. Pupils of all ages are given a wide range of other responsibilities. They undertake these sensibly and conscientiously, for example as representatives on the School Council. Older pupils take seriously their roles as 'playground squads' and wet playtime monitors.

13. The school provides a wide range of very good opportunities for pupils' personal development, and these are taken up enthusiastically. The link with a local special school is a particularly good example of this. During the inspection, some Year 5 pupils were proud to show their school to visiting pupils from the special school, and it was evident that previous contacts had led to friendships having been established between pupils of the two schools.

14. Pupils' personal development and relationships are excellent. The pupils get on very well with each other. Those interviewed during the inspection were unanimous in the view that this is a friendly school in which they are given many opportunities to learn and develop their individual interests. Pupils who were about to move on to secondary school said they would miss their friends and teachers. Bullying is perceived as very rare, and pupils feel that any reported cases will be handled effectively.

15. Pupils' very good behaviour is a response to and a reflection of the high expectations staff have of their conduct, and of the relationships teachers have established with their pupils. Around the school, pupils show much consideration for others, are friendly to visitors and readily engage in sensible conversation. In the playground, they are lively but well behaved. They appreciate the equipment and activities provided for them, including the Friendship Stop, where pupils who feel in need of a playmate can meet others. There have been two fixed exclusions during this academic year, which is a considerable improvement on the previous year.

16. The consistency with which teachers promote responsible behaviour, concern for others and enthusiasm for learning is a key factor in the school's success in raising academic standards and developing the school's ethos. The school has done much to improve this area of its work since the last inspection, and has built considerably on the strengths that were identified then.

### **The school has a very strong ethos, focused on respecting and meeting individual needs.**

17. The school ethos has improved considerably since the last inspection, and is now one of its major strengths. The ethos is created and sustained in many ways. These include the respect with which teachers and other adults treat each other and pupils, and the valuing of individuals' work and effort through assemblies that reward successes of all kinds. Pupils are encouraged to develop their particular talents, including in music and art. High-quality displays of pupils' creative work, in classrooms and around the school, offer ideas and inspiration to others. An area for sitting and discussing quietly has been created near the library.

18. The school makes excellent provision for pupils' personal development, within a strong Christian ethos. The care for pupils is illustrated by the lunchtime and after-school clubs and activities, which are designed to give everyone worthwhile opportunities. These include a French club, many sporting and musical activities, performances including regular school shows, and raising money for charities such as an orphanage in Uganda. Links with the local church are very strong. For example, the vicar visits regularly and leads assemblies each week, and the school goes to the church each term to celebrate particular points in the church and school year.

19. In lessons, teachers take care to adapt the work so that it meets the range of needs within the class. This means that pupils with special educational needs make good progress in English, mathematics and science. Many attain the nationally-expected levels by the end of Year 6. They receive very good support, including from learning support assistants in lessons. The pupils also benefit from detailed tracking by the special needs coordinator, who monitors their learning

carefully. Pupils who are learning English as an additional language are given the help and support they need, and extension activities are provided to challenge higher-attaining pupils in lessons.

20. The school's systems for promoting regular attendance and following up absence are good, and ensure that almost all pupils attend regularly. The staff work hard to look after pupils' welfare and individual needs once they are in school, but a few parents do not send their children regularly enough despite the school's efforts. Communications with parents are very good on welfare matters, such as in relation to pupils with special educational needs. However, as some parents commented in the questionnaire, more could be done to inform them about their children's learning so that they can provide additional support at home.

**The school provides pupils with many opportunities for creative work, especially in art and music.**

21. The school has kept the curriculum broad, in particular by offering many opportunities for creative work. Its provision for art and music is very good, particularly in the wide range of extra-curricular activities offered to pupils of all ages and in the use of visiting specialists to work with some classes. For example, much very good work has been created with the support of artists in residence, including large, three-dimensional collages and models. Work on display showed that the art curriculum provides challenging projects for pupils of all ages. For example, Year 6 pupils have done excellent work on fabric design, based on Benin art. Pupils' sketchbooks also show that a wide range of skills and techniques has been learned. In a lesson observed during the inspection, pupils in Year 4 analysed artists' techniques in applying paint, as an introduction to the style of the Fauves. The pupils were taught how to sketch an initial design, and given a very clear explanation of why this should be done in pale yellow paint. The class were engrossed throughout the lesson. The teaching was excellent. Knowledge and skills were taught systematically and so all the pupils were enabled to work confidently and well, applying the techniques they had studied and creating their own landscapes.

22. Pupils' skills in music are also very well developed. In drumming sessions observed during the inspection, pupils had the opportunity to play a wide variety of drums, including those from other cultures. Pupils expertly changed rhythms to make interesting and exciting compositions together. They have had the advantage of learning from visiting specialist music groups, which provides them with invaluable first-hand experiences. As well as the class music making, singing, recorder lessons and choir practice, pupils are offered an unusually wide range of instrumental lessons. This includes bassoon, oboe, flute, clarinet, violin and brass instruments.

23. Pupils participate in many musical activities and concerts, which fosters their performing skills. For example, an ensemble group of instrumentalists plays regularly in assemblies and visits the adjacent infant school. Pupils performed at the governors' annual general meeting, which increased parents' attendance at this meeting. Pupils also take part in inter-school performances. They have achieved certificates for singing at the Croydon music festival and performed at Southwark Cathedral. The ensemble group entertains the elderly at the Salvation Army Citadel. The school uses the expertise of its staff well to encourage all pupils to find enjoyment in playing instruments and in singing, as well as in developing their individual talents.

**The headteacher and governors provide very good leadership, and are building further on the school's many strengths.**

24. The newly-appointed headteacher has a strong presence around the school, and has already had an impact on some aspects of its work. For example, he quickly identified the need to extend subject leaders' role as leaders and managers. He has given these teachers opportunities to take responsibility for monitoring the quality of teaching and learning in their subjects, to spread good practice and identify areas for further improvement. This is appreciated by the staff, who are keen to take a more active part in developing the school. The budget has a large surplus, the result of prudent financial planning and of savings on staff salaries in the period before the headteacher took

up his post, and this financial reserve has enabled the headteacher to make some worthwhile improvements to the buildings.

25. The governing body has a good range of expertise that is used to benefit the school. Governors have a very good knowledge of the school's work, helped by detailed reports from the headteacher and informed by their own visits. They are strongly committed to maintaining the school's many strengths and to developing it further. For example, the governors were very clear about the qualities they were looking for in a new headteacher, and were successful in the appointment.

26. The commitment of the staff to building up the school is indicated by the very good improvement since the last inspection. All the key issues were tackled purposefully, and the school has developed many strengths since 1997. These include its Christian ethos, the standards pupils attain, the consistently good quality of teaching and learning, the attention to pupils' welfare, and the promotion of good behaviour and pupils' personal development. The headteacher and governors are providing the strong leadership needed to maintain these strengths and to develop the school's work, and so overall the potential of the school for further improvement is excellent.

### **WHAT COULD BE IMPROVED**

27. The inspection team identified no issues of major significance, in relation to improving the quality of education the school provides and raising standards.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

28. Although the school has no key issues for improvement, several minor points were drawn to the attention of the governing body and may be included in the Action Plan to be drawn up after the inspection. These are:

- to improve the attendance of the minority of pupils who do not attend regularly, and to reduce the incidence of pupils taking time off school for family holidays.
- to develop the subject leaders' skills and confidence in their role, including monitoring. This is already being worked on.
- to extend the curricular links and contacts with parents, to involve them more closely in supporting their children's learning.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	7	2	0	0	0
Percentage	7	29	50	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than seven percentage points.

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	354
Number of full-time pupils known to be eligible for free school meals	64

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	116

English as an additional language	No of pupils
Number of pupils with English as an additional language	33

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	27

### Attendance

Authorised absence	%
School data	6.9
National comparative data	5.6

Unauthorised absence	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	29	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	32	33
	Girls	28	25	29
	Total	59	57	62
Percentage of pupils at NC level 4 or above	School	95 (79)	92 (81)	100 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	33
	Girls	26	27	29
	Total	56	59	62
Percentage of pupils at NC level 4 or above	School	90 (82)	95 (82)	100 (85)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	30
Black – other	25
Indian	8
Pakistani	4
Bangladeshi	1
Chinese	1
White	226
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	2
Other minority ethnic groups	1	1

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.



### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	22
Average class size	30

#### **Education support staff: Y3 – Y6**

Total number of education support staff	10.0
Total aggregate hours worked per week	10.0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	830,135
Total expenditure	784,193
Expenditure per pupil	2,209
Balance brought forward from previous year	43,093
Balance carried forward to next year	89,035

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	354
Number of questionnaires returned	146

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	1	2	1
My child is making good progress in school.	47	48	3	1	1
Behaviour in the school is good.	38	44	14	1	3
My child gets the right amount of work to do at home.	34	45	16	3	2
The teaching is good.	49	46	3	1	1
I am kept well informed about how my child is getting on.	31	45	21	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	38	6	2	0
The school expects my child to work hard and achieve his or her best.	61	34	5	0	0
The school works closely with parents.	32	42	21	1	4
The school is well led and managed.	37	55	3	1	4
The school is helping my child become mature and responsible.	44	45	6	1	4
The school provides an interesting range of activities outside lessons.	57	36	6	1	0