

INSPECTION REPORT

ROWDOWN PRIMARY SCHOOL

Croydon

LEA area: Croydon

Unique reference number: 131339

Acting Headteacher: Mrs M Duffy

Reporting inspector: Mrs R Frith
2490

Dates of inspection: 7 – 10 October 2002

Inspection number: 249918

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Calley Down Crescent New Addington Croydon
Postcode:	CR0 0EG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Seary
Date of previous inspection:	April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2490	R Frith	Registered inspector	Design and technology Areas of learning in the Foundation Stage English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14070	J Tasker	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30717	G Tompsett	Team inspector	Mathematics Geography Physical education	
20877	D Pink	Team inspector	History Religious education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
18524	A Shaw	Team inspector	Science Information and communication technology Music	
29695	J Lance	Team inspector	English Art and design Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rowdown Primary School is a community school for boys and girls aged 3 to 11 years. There are 408 pupils on roll, including 40 children who attend the nursery part-time. The school is situated in the New Addington Estate, which is recognised as an area of high social, economic and health-related deprivation. The percentage of pupils receiving free school meals is well above the national average. On entry to school most children display levels of attainment that are well below those seen nationally. Seventy-eight pupils have been placed on the special educational needs register and three pupils have a statement of special educational need. A further three are waiting for statutory assessment. Most of the pupils with special educational needs who require regular additional support have moderate learning difficulties or emotional and behavioural difficulties. Pupils are predominately of white British heritage with approximately 12 per cent from a range of other ethnic backgrounds. There are 24 pupils who speak English as an additional language, eight of whom come from families with refugee status. Very recently, the school received ten children from the Traveller community.

HOW GOOD THE SCHOOL IS

Rowdown Primary has improved its quality of education and this has resulted in a raising of standards. Teaching is now often good, particularly for the pupils aged up to seven, and staff support pupils well in their personal development. Most pupils make good progress throughout their time in school. Those aged 11 achieved well above average standards in English, mathematics and science in the 2001 national tests when compared with similar schools. Test results in 2002 show a dip in standards for this age group. More work needs to be done in order to raise pupils' standards to the national level in English, mathematics and science. Similar to other schools in the local Educational Action Zone, the school has experienced difficulties in recruiting and retaining teachers. This has affected the consistency of teaching and the co-ordination of work, for example in the area of special educational needs. Overall, management of the school is satisfactory during a period of transition when the acting headteacher and acting deputy headteacher have worked hard to cover all areas of responsibility until the new headteacher joins the school at the start of the Spring Term. The school provides satisfactory value for money.

What the school does well

- Pupils in Years 1 and 2 make good progress and standards are improving in reading and writing.
- Provision for information and communication technology is good and, at eleven, pupils attain slightly above average standards.
- Provision for pupils' spiritual, moral, social and cultural education is good.
- The vast majority of pupils behave well.
- Good relationships are evident throughout the school.
- Pupils have good attitudes to school and to their learning.
- The school provides a good range of extra-curricular activities which supports pupils' personal development and helps them with their learning.

What could be improved

- Standards in English, mathematics and science in Years 3 to 6.
- The use of information gained from assessing pupils so that work and support is more closely related to the variety of needs, particularly in Years 3 to 6, and to help pupils become more aware of how to improve their work.
- The roles of phase leaders and co-ordinators.
- The involvement of parents in the work of the school and their children's learning.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The current inspection is the first full inspection since the forming of the school following amalgamation of the Infant and Junior Schools in 1997. Overall, the school has made good improvement since that time

and addressed well most areas of concern. There is a general trend of improvement in English and mathematics and the school has adopted the literacy and numeracy strategies and planning for the foundation stage of learning. Several successful strategies have been put in place to improve the quality of teaching for children aged three to seven, including the appointment of new staff, professional development opportunities, improvements in the curriculum and a focus on classroom management and organisation. Planning has improved and the school has taken on board National Curriculum guidance. The school has developed its assessment practice and has a good range of information on each pupil. Staff are now in a position to review how they use this information. There is now a school monitoring policy. The roles and responsibilities of subject co-ordinators are more clearly defined and a clear management structure is in place. Although this has improved the management of the school, more still needs to be done in this area. The school has developed its practice and improved value for money.

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	D	D	D	A
Mathematics	E	C	B	A
Science	C	B	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children make good progress with their learning in the nursery and reception classes but, by the time they are ready to start Year 1, standards are still below average in communication, language and literacy, mathematical development and knowledge and understanding of the world. Results of the 2001 standard assessment tests for seven year olds indicate above average standards for reading and mathematics and average standards for writing when compared with similar schools. This, together with the results shown in the table above, indicates improvement since the last inspection. The 2002 national test results show an increase in the percentage of pupils aged seven reaching a level appropriate for their age in reading and writing but, at age eleven, standards declined from the previous year in English, mathematics and science. The school did not meet the targets set. Several factors affected the standards achieved, noticeably, the high rate of pupil absence which disrupts their learning, the number of pupils with special educational needs in this year group and the number of pupils who had their learning disrupted through going to more than one school between the ages of seven and eleven. Evidence from this inspection indicates that pupils in Year 2 are reaching just below average standards in English, mathematics and science. Pupils in Year 6 attain below average standards in these subjects. Pupils with special educational needs make similar progress to their peers. Higher attaining pupils usually achieve appropriate standards. Pupils who speak English as an additional language reach standards in line with their capabilities. No significant difference was noted during the inspection in the progress and achievement of boys and girls, although there have been some differences over the last three years in the national test results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and show interest in their learning.
Behaviour, in and out of classrooms	The great majority of pupils behave well, although a few do not respond positively to the high expectations of staff and choose to behave inappropriately.
Personal development and relationships	Pupils' personal development and relationships between all members of the school community are good. Pupils' independent research and study skills are not systematically developed across the school.
Attendance	Attendance is poor despite the efforts by staff to encourage parents to send their children to school regularly. Most pupils from the Traveller community have lower levels of attendance and this is affecting the school's overall attendance rate.

When pupils are frequently absent, this has a considerable effect on their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Satisfactory with several good features.

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.

There has been a significant improvement in the quality of teaching since the last inspection. Teaching is good in the nursery and reception classes and particularly effective in developing the children's communication, personal and social skills and their attitudes to learning. This is built upon successfully in Years 1 and 2, where staff work well to provide a consistent approach to teaching and learning. Planning is good and the work set is well matched to the range of needs in each class. The expertise of support staff is used well to aid learning. In Years 3 to 6, staff continue to manage the pupils well and use a good range of methods to maintain pupils' interest. However, although teachers plan together in year groups, there is some inconsistency in the effectiveness of their teaching and their expectations. Despite this, during the inspection over half the lessons observed in Years 3 to 6 were judged to be good or better. Throughout the school, staff have adopted the literacy and numeracy lessons satisfactorily and this has helped to raise standards. The teaching of English is good overall. Mathematics teaching is good for pupils in Years 1 and 2 and satisfactory in Years 3 to 6 where some lessons lack pace. The school allocates valuable additional support for pupils with special educational needs, who make similar progress to their peers. Higher attaining pupils are usually satisfactorily challenged although more could be achieved in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children in the nursery and reception classes are offered a good range of activities, which supports their learning. The curriculum throughout the rest of the school is satisfactory and provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Pupils with special educational needs are given work that is generally appropriate to their needs and, overall, provision is satisfactory.
Provision for pupils with English as an additional language	The sharper focus on meeting the individual needs for children aged 3 to 7 results in good provision here. Provision is satisfactory elsewhere. Additional specialist provision is developing and is broadly satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural education is good. This helps pupils to gain an understanding of their own personal development. They are encouraged to act responsibly and to help each other.
How well the school cares for its pupils	Staff know the pupils well and take appropriate account of their individual needs. Activities such as the breakfast and homework clubs offer good support beyond formal school hours. Staff need to use the information gained from assessing pupils to help their curricular planning and to ensure that pupils know how to improve their work.

The school's involvement in the activities supported by the Education Action Zone has improved the quality of provision and helped to raise standards. Although the school's links with parents are satisfactory overall, more still needs to be done to encourage parents' involvement in the work of the school and in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher and acting deputy headteacher have been effective in developing the quality of education during a period when the absence of a permanent headteacher has created some difficulties. The roles of phase leaders and co-ordinators lack focus on raising standards.
How well the governors fulfil their responsibilities	Governors play an integral part in the leadership and management of the school. They are well informed and involved in making decisions. All statutory requirements are met.
The school's evaluation of its performance	Staff are improving the ways in which they evaluate their work and have established a system of monitoring and target setting that is guiding school improvement.
The strategic use of resources	The school manages and uses its resources satisfactorily. Correct financial procedures are followed and staff and governors seek to obtain the best value for their spending.

There are sufficient staff to ensure that classes are not too large and appropriate support can be given. Although the overall accommodation is spacious and well cared for, classrooms for the reception

children are cramped. Library provision is unsatisfactory and insufficient resources are available to teach design and technology, history, geography and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Staff expect pupils to work hard and this results in them making good progress. • The teaching is good. • Parents feel comfortable about approaching staff. 	<ul style="list-style-type: none"> • The behaviour of a few children who disrupt the learning of others. • The provision of homework. • A closer working relationship with the school and more information about their children's learning. • A permanent headteacher. • More activities outside formal lessons.

Inspectors endorse the positive views held by parents. They looked closely at the issues raised by a minority of parents and, from the evidence gathered during the inspection, judge the information given to parents to be satisfactory. However, they recognise that working relationships could be improved so that more parents become involved in the work of the school. Inspectors can confirm that, although behaviour is good overall, a few pupils do display incidents of unsatisfactory behaviour. Inspectors acknowledge the views of a minority who want more additional activities outside school but found good provision. Homework is satisfactory overall, although there is some inconsistency in provision. Inspectors realise that the absence of a permanent headteacher can bring about difficulties but think the school has been managed satisfactorily during this period.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children are admitted to the nursery after the age of three. They have a broad range of abilities and experiences but many have low levels of skills in communication, language and literacy and personal and social development. Children generally make good progress in the nursery and reception classes due to good teaching and the provision of a good curriculum. However, last year there were considerable staffing difficulties in the nursery and the children's learning was disrupted. Consequently, pupils in the current reception classes have not made as much progress as those in previous years. By the time they start in Year 1, these children are likely to reach average standards in creative, physical, personal, social and emotional development. Standards are likely to be below those seen for children of the same age nationally in communication, language and literacy, mathematical development and knowledge and understanding of the world.
- 2 Results of the 2001 standard assessment tests for seven year olds indicated that, in comparison with all schools, pupils' attainment was well below average in reading and writing and below average in mathematics. When compared with pupils from similar schools they attained above average standards in reading and mathematics and average standards in writing. Results of the 2001 standards teacher assessments in science indicated that the number of pupils reaching the expected level for their age (Level 2) was well below average. Results of the 2002 tests show an improvement in the percentage of pupils gaining Level 2 in reading and writing but not in mathematics.
- 3 At the age of eleven, pupils' attainment in the 2001 tests was below the national average in English, above average in mathematics and average in science. When these results are compared with those of pupils from similar schools, attainment was well above average in all three subjects. In the 2002 national tests there was a dip in standards in all three subjects. In that year, the school achieved its targets for the percentage of pupils reaching Level 4 in mathematics but not in English. Overall, however, the information provided by the school shows that the great majority of these pupils gained at least the two national curriculum levels expected during their time in the junior part of the school and a significant minority achieved three levels. This shows at least satisfactory, and sometimes good, progress even though some pupils did not reach the level expected for their age in the national tests.
- 4 Several factors need to be taken into account when judging improvements in standards year-on-year. A key feature in Rowdown Primary is the well below average attendance rate which not only affects the progress of individual pupils when they are absent, but also the work of teachers, because they have to ensure that these pupils catch up with their work. Also, a significant number of pupils have either left the school or others have arrived, particularly since the age of seven, and this affects their continuity of learning. A clear example of this was a group of children from the traveller community who arrived in the area and all started at Rowdown at the same time. These factors also make target setting more difficult as the pupils for whom targets are set are sometimes not the same as those taking the tests. In some years, a significant number of pupils have special educational needs, which affect their ability to reach nationally expected standards.

- 5 Evidence from this inspection indicates that the pupils currently in Year 2 are likely to do even better this year in reading and writing. Many pupils are working at levels appropriate for their age, although overall standards remain below average. Pupils in Year 6 are also working at a level below average in English. Pupils with special educational needs receive more focussed support in Years 1 and 2 and make overall good progress in their reading and writing. In Years 3 to 6, however, progress is often just satisfactory as the work is less well matched to their needs. Some pupils lack confidence in speaking and still use a restricted range of vocabulary in Year 6. Consequently, they find it difficult to clearly explain what they want to say. Standards in English are similar to those seen at the last inspection.
- 6 Standards in mathematics are the same as those seen at the time of the last inspection, remaining, as they do, below average at age seven and eleven. However, there has been some improvement in standards during that period, for example with pupils reaching above average standards in tests for eleven year olds in 2001. Improvements in standards reflect the successful introduction of the National Numeracy Strategy and the overall increase in good teaching. The standard of numeracy in other subjects is satisfactory. Pupils have more opportunities to develop the skills of applying mathematics and this develops their mathematical thinking.
- 7 Although standards overall in science are lower than at the time of the last inspection for pupils aged seven and eleven and remain below those expected nationally, there have been improvements recently. These improvements reflect the better science curriculum, which is now in place, and the improvement in the quality of teaching. Work is now generally better matched to the differing levels of ability in each class but in some cases, particularly in the junior part of the school, the pupils of below average ability are not sufficiently challenged and consequently could do better.
- 8 Pupils in Year 2 are currently reaching average levels of attainment in art and design, design and technology, music, physical education and religious education. They are below average in geography and history and just above average in information and communication technology. In Year 6, pupils are reaching average standards in art and design, geography and religious education. Standards are below average in design and technology and history and just above average in information and communication technology. Insufficient evidence was available to make a clear judgement in all areas of physical education and in music.
- 9 Pupils learning English as an additional language make similar progress to their peers and have full access to a broad curriculum. No significant difference was noted in the progress of boys and girls during the inspection although there have been some differences in the national test results over the last three years. For example, girls did slightly better than boys in mathematics. More able pupils are generally appropriately challenged and reach standards in line with their abilities. Progress for pupils with special educational needs is good in Years 1 and 2 where early intervention is improving standards. The effective deployment of teaching assistants and appropriately set work builds on prior learning. Progress is satisfactory in Years 3 to 6, where the individual education plans are less consistently applied when lessons are planned and ongoing assessment is not consistently linked to curriculum planning. Pupils from the Traveller community, although currently making good progress in school, display levels of attainment below those expected for children of their age because their education is disrupted as they move from one area to another, and their level of attendance is usually below that of other pupils. There are not enough pupils from specific ethnic groups or those from families with refugee status to analyse trends in their progress and attainment.

Pupils' attitudes, values and personal development

- 10 Pupils' attitudes to the school are good and they show enthusiasm for their work. Inspection evidence supports the parent's view that pupils are generally well behaved and show good attitudes to each other and to the school. The school has been successful in achieving its aim to celebrate the efforts and personal achievements of every child in the school. This, in turn, has a positive effect on the pupils' progress and standards of attainment. Pupils participate enthusiastically in extra-curricular activities. This was evident, for example, in the discussions with Year 6 pupils and those in the school council, where they described their involvement with activities and expressed their wish for more to be provided.
- 11 In most lessons, pupils are interested and get involved in the activities. Generally, they settle quickly to the task when it is explained clearly to them, and are able to sustain concentration. They are keen to ask questions and wait their turn to answer. They enjoy participating in discussions and make thoughtful contributions appropriate to their age and ability. Sometimes in Years 5 and 6, pupils do not listen carefully to the teacher and become restless when attempting to complete their written work, unless the teacher reinforces the main points on the blackboard. In some lessons observed, pupils' independent learning and research skills were not developed well.
- 12 Pupils show respect and mix well with their peers, with younger and older pupils and with adults in the school. Pupils work constructively in small groups and in pairs. Positive playtime activities involving the school council have successfully encouraged constructive group play at lunchtime, enjoyed by all children who adhere to the playground rules. They understand the impact of their actions on others. An assembly for pupils in Years 1 and 2 held the attention of all the pupils by exploring the theme of friendship through role-play, with ten children taking part. Children listen attentively and with interest to stories and information about the way people live and their different faiths. The school has a strong and supportive ethos and pupils learn to respect the values and beliefs of others.
- 13 Standards of behaviour are good and have improved since the previous inspection, when they were satisfactory. Pupils behave well during the school day, at playtime, in the dining hall and when they arrive at and leave school. The parents and pupils interviewed during the inspection week felt that behaviour had improved. No oppressive behaviour was observed during the inspection but there is a small minority of pupils who do not respond positively to the high expectations of staff and need additional levels of support. The playground for Years 3 to 6 pupils is large but is effectively managed. Pupils were observed acting responsibly with regard for each other, mostly playing in small mixed groups of boys and girls. Pupils leave the playground in an orderly way but are sometimes boisterous and noisy arriving in classrooms and, where classroom teaching organisation is weaker, take some time to settle down. Parents say bullying is not a major problem. Any incidents are followed up and dealt with speedily and parents contacted. No pupils are currently excluded from the school. The four exclusions for fixed periods in the previous year were dealt with appropriately.
- 14 Pupils are encouraged to take responsibility for younger pupils through a variety of mentoring activities. Year 6 pupils were observed caring for children from the two reception classes and helping them into the dining room. The school council, formed three years ago and elected annually, is involved with the playground action plan, making recommendations on priorities and taking responsibility for monitoring the use

and upkeep of playground equipment. Council members viewed their role primarily as helping all the pupils in the school. Teachers encourage pupils to reflect on relationships through the use of assemblies and classroom activities, and pupils in Years 5 and 6 demonstrate a good degree of personal independence and maturity.

- 15 Attendance is well below average and has worsened since the previous inspection. No year group has reached 95 per cent attendance and the attendance of Years 1 to 4 falls below 90 per cent. There is a small number of pupils with a very poor attendance record. The school is taking appropriate steps to deal with these persistent cases and to tackle the overall fall in attendance. However, poor attendance is affecting the quality of teaching and learning in the school. Teachers employ strategies to help absent pupils catch up with their learning but with limited success where attendance is poor. A number of pupils with individual learning assistant support are sometimes absent so the school has to re-deploy the assistants' teaching time. Disruption also occurs when pupils return to their class after a considerable absence. This affects classroom organisation and lesson planning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 16 The quality of teaching has improved since the last inspection. There has been an increase in good and very good teaching and a decrease in unsatisfactory teaching. In the lessons seen, 49 per cent were good or better and 10 per cent very good or better. Two lessons were unsatisfactory. In one art and design lesson, the expectations of the teacher were too high and the children found it difficult to complete the work set. In the other, pupils were not sufficiently involved in the physical education activities because the choice of activity was inappropriate and management of learning weak.
- 17 The good quality of teaching in the nursery and reception class is an important factor in the way children develop their personal, emotional and social skills, attitudes to learning and behaviour. Lesson planning is good and reflects the national guidance for teaching children of this age. Appropriate attention has been placed on settling children into school and a good range of activities is provided which maintains the children's interest and supports their learning. The children's knowledge, skills and understanding are successfully extended in the reception class where they continue to develop confidence. The support staff give valuable help to the children and this is a key feature in making children feel secure in their learning.
- 18 The quality of teaching is good in Years 1 and 2, where staff work well together to plan lessons with activities that build on pupils' prior knowledge, skills and understanding. This was seen in the very good teaching of design and technology in Year 2, when four activities were provided that systematically developed the pupils' confidence and skills. Teachers have good subject knowledge and understanding of how children learn and use this to plan lessons that interest the pupils and develop their understanding. This was observed in a Year 1 class where the pupils were encouraged to make their own streamers and then took them outside to see how they would move in the wind. The pupils were excited by this activity and, consequently, responded well. The lesson developed their understanding of forces in a practical way and their involvement helped them to remember what they had learnt.
- 19 Staff in Years 1 and 2 have high expectations of work and behaviour and are consistent in their approach with the pupils. Consequently, the pupils know what is expected of them, respond well and develop good attitudes to learning. Teachers use

the expertise of support staff well and pupils receive good support with their learning, particularly those with special educational needs and those who speak English as an additional language. Two of the latter were seen being well supported in a Year 2 lesson when designing clothes for their puppets. The teacher used her questioning well to develop their thinking and language skills, and this resulted in them using an atlas to help them with their work.

- 20 Although teaching and learning were judged to be good or better in over half the lessons seen for pupils in Years 3 to 6, a scrutiny of pupils' work indicated that teaching and learning overall for this age group is satisfactory, with some good features. Expectations over time vary both across the school and within classes and pupils' learning does not always move forward in a progressive and systematic way. For example, the scrutiny of work for pupils in Year 6 showed differing expectations by teachers in the content and amount of work, and its presentation. Although teachers plan together in year groups, pupils of a similar age do not necessarily receive similar learning experiences.
- 21 However, the teachers' knowledge and understanding in Years 3 to 6 are satisfactory and they plan work that is generally appropriate. They do not, however, use consistently the information gained from assessing pupils to inform their planning. Support staff are keen to work well and are instrumental in supporting pupils' progress and raising their levels of attainment. In some cases, however, their expertise is not used to the full because teachers in Years 3 to 6 do not match the support to need as effectively as in Years 1 and 2. The school recognised the need to improve teachers' skills in information and communication technology. The training provided has improved teachers' confidence and ability and, consequently, improved their teaching. This, in turn, has brought about improvements in the standards that pupils achieve.
- 22 In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge, which ensure that pupils of all abilities maintain a good pace in their learning and build systematically on their previous learning. A key feature of raising pupils' attainment is to highlight clearly the next stages in learning through effective assessment and to use this information to plan a series of lessons. Some teachers are more effective in this than others and there remains some inconsistency of practice.
- 23 The quality of relationships between staff and pupils is good and has a significant influence on how staff successfully manage the pupils in their care. Teachers are encouraging and supportive, which results in most pupils becoming confident. Teachers use their knowledge of pupils appropriately in most lessons and encourage them to improve and work harder. In contrast, some do not comment enough through their marking on pupils' work. Consequently, pupils are not always clear about how they can improve. Provision of homework is satisfactory overall and supports the work done in school, particularly in English.
- 24 The school has improved its work with higher attaining pupils, who are in most cases being appropriately challenged. The school has, in the past, taught pupils in sets with others of similar ability in English and mathematics, so teachers can more easily target the lesson to a narrower band of ability in each set. At the time of the inspection, these arrangements were not in place but staff were considering setting in mathematics for pupils in Year 6. A clearer monitoring of teaching would highlight the benefits, or otherwise, of such arrangements and more readily guide teachers in their planning and organisation.

- 25 Pupils who speak English as an additional language progress in line with their peers and currently have their needs met within mainstream classes. Teachers and support staff are effective in ensuring their participation in lessons. Pupils from minority ethnic groups and those from families with refugee status are well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their abilities. Currently, teachers satisfactorily address the needs of pupils from the Traveller community and have quickly responded to their arrival in school. All these features indicate the school's commitment to inclusive education.
- 26 Learning is good in Years 1 and 2 for pupils with special educational needs because their needs have been identified early in their schooling and they receive a satisfactory and often good level of support. Learning for pupils in Years 3 to 6 is satisfactory overall as the school has a clear support policy in place which is generally well implemented. There are sufficient teaching assistants but deployment of extra support is not always effective. For instance, Years 4 and 5 have minimal support. Frequent pupil absence has led to less rapid learning gains for some pupils. There are insufficient resources for pupils with special educational needs, with no system in place to audit, track or improve them.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

- 27 The quality and breadth of the curriculum is satisfactory and the school teaches all the required subjects of the National Curriculum and religious education. The statutory curriculum is in place and the school meets the requirements for collective worship. However, the allocation of time is insufficient to ensure that the geography curriculum is covered in enough depth. Also, in both geography and history the key skills of map work, fieldwork, chronology, use of evidence and research skills are insufficiently developed. The opportunities for pupils in the foundation stage of their learning, including the provision for religious education, are good. The opportunities for pupils to take part in extra-curricular activities are good.
- 28 The promotion of literacy across all subjects of the curriculum is satisfactory. All pupils receive a daily literacy lesson and the skills learnt in these are promoted in subjects such as science and information and communication technology. They are not sufficiently promoted through religious education and history, where pupils, by Year 6, do not make effective use of their research skills. Whilst all pupils receive a daily lesson in numeracy, the opportunities for using these skills in other subjects would be better with improved planning. Information and communication technology is effectively used across the curriculum.
- 29 The opportunities for taking part in extra-curricular activities are good. Younger pupils, who are in the choir, sing at local festivals. There are recorder and choral groups. Year 6 staged a version of 'Joseph and his Technicolor Dreamcoat' in 2002. There is a good range of visits to places of historical interest built into history and religious education. There is a well-established breakfast club. Before school, pupils can have their breakfast as well as complete homework or do additional work in mathematics by using computers. This helps their attendance, punctuality and overall attainment.
- 30 The equality of access to the curriculum is satisfactory. Pupils with English as an additional language are also well provided for within the mainstream class teaching. Language development in lessons helps these pupils to improve their English, as does the support given to pupils at the early stages of language acquisition. Some of these pupils are from families with refugee status. The school ensures that their

needs are met through general lesson planning and through the use of the school's policies and procedures. The support for traveller pupils is satisfactory, although it is too soon to judge its long-term effectiveness. Pupils with disabilities are fully involved in the life of the school. Pupils of Afro-Caribbean, West African, and Asian backgrounds are well supported in their learning, through role models in the staff and in displays around the school that celebrate Indian culture. The school's anti-racist statement and race equality policy give good guidance to staff and there is a system in place to monitor any racist incidents should they occur. No inequalities in the provision for boys and girls were observed during the inspection.

- 31 Pupils with special educational needs are provided for satisfactorily overall. They are identified early in their school careers and are well supported by tailored educational programmes in the Foundation Stage and in Years 1 and 2. Provision is often good in Years 1 and 2 and satisfactory in Years 3 to 6. The school has accurately placed pupils from nursery to Year 6 on the school profile and three pupils now have statements of special educational needs, with three further statements pending. Pupils with a statement of educational needs have appropriate support and an annual review. The acting deputy headteacher has taken over as temporary co-ordinator but there is insufficient time to direct, monitor and support the work of the classroom assistants. The positive response of pupils with challenging behaviour in lessons is a credit to teachers, teaching assistants and the Education Action Zone (EAZ) team. The school has good links with other external agencies. Additional Literacy Support and Further Literacy Support schemes, to which some pupils are entitled, have not yet started this year.
- 32 The provision for personal, social and health education is good. The school has a consistent approach to raising personal esteem and developing confidence through a programme adopted from the EAZ. This consistently echoes the idea that 'You can do it' and offers four 'keys for success'. This is having a positive effect on pupils due to its consistent use by staff in the school. However, this runs alongside the schools' personal social and health education (PHSE) programme, which at present covers only two terms. In addition to this, there is a programme of formal whole class discussion (Circle Time). Religious education and collective worship also contributes to this area of the curriculum. This provision is effective. Sex education and drugs awareness are taught effectively in science lessons and in PHSE lessons.
- 33 The pupils are supported satisfactorily through links within the local community. Many of these links have been established through the EAZ. A group of reading mentors helps pupils to read. Senior staff have had management training with a local business. The school offers work experience places to students studying health and social care at a local sixth form college. In the past, the school has offered places to teachers in training, but has not done so recently because of the changes in staff.
- 34 Links with partner institutions are good. The main partner institution is the local EAZ under which several schools in the area work together. This contact has resulted in an improved personal and social education programme, which has been successfully adopted by the school, the promotion of literacy in science, design technology and information and communications technology, improvement in ICT provision, behaviour management and the provision of clubs. Satisfactory contacts are maintained with local secondary schools to assist pupils when transferring from the school. Links with the local sports partnership provides opportunities for pupils to take part in out-of-school sports activities.

- 35 The provision for spiritual, moral, social and cultural education is good. This makes a significant impact on the quality of relations and behaviour in the school. The links made with PHSE, assemblies and religious education contribute to the consistent provision.
- 36 The opportunities for spiritual development are good. Pupils in daily assemblies reflect upon their own lives and the larger questions of life. Pupils in religious education have opportunities to reflect upon their own beliefs and those of others. In displays around the school, pupils are asked to consider meaning and feelings in regard to pictures of landscapes and physical features.
- 37 The opportunities for moral and social development are good. There is a consistent approach to developing pupils' sense of worth. Pupils debate and define rules for their classrooms. There is an effective system of rewards and sanctions that pupils fully understand. Pupils elect representatives to their school council. Pupils in Year 5 in religious education considered the qualities of a leader before deciding who should represent them in the school council.
- 38 The opportunities for cultural development are good. For example, there are plentiful examples in the corridors and classrooms of art from the western tradition. There are also displays to celebrate Jamaican and West African traditions. During 'Black History Month', pupils explore significant historical figures from non-white European cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 Teachers and support staff provide good pastoral support to all pupils. They know the children and take account of individual needs. Particular attention is paid to children with special educational needs and pupils with English as an additional language, and information held on specific requirements. Traveller children joined the school in September 2002 and staff acted immediately and positively to put strategies for support in place, in conjunction with the traveller education service. Assessment of traveller children and arrangements for monitoring their attendance were being established during the inspection.
- 40 Overall, the school has a range of strategies in place to care for pupils and to support them in school. The breakfast club is successfully providing pupils with a healthy breakfast and purposeful activities before the start of the school day. The provision of fruit in the tuck shop at morning break also encourages good eating habits and day-to-day management involves the School Council. The school has a high rate of free school meals and provides a variety of freshly cooked foods on the premises, offering a good range of choice for pupils. The dining room accommodation is bright and welcoming and provides a good environment for the pupils, especially reception classes where for some it is their first experience of eating together formally. Pictures of the members of the school council are displayed in the school corridor. The council has been in place for three years and is supported by a member of the teaching staff. Council members have specific responsibilities and actively take forward issues raised by pupils from their class.
- 41 Plans for behaviour management and monitoring are good and implemented effectively. Weekly monitoring is in place both in the classroom and, more generally, throughout the school. In Years 1 and 2, there were good examples of setting of targets for individual pupils and the use of stickers to show progress. The four fixed-term exclusions in the previous year were all dealt with appropriately, involving the

exclusions officer. The 'Place to Be' initiative that supports pupils with behavioural and personal difficulties has made a significant contribution to improvements in behaviour and successfully helped one of the excluded pupils. There is sensitive sharing of information between school staff and the 'Place to Be' staff in order to support individual children. The recently introduced 'You can do it' programme for personal, social and health education is having a positive effect. Good behaviour is reinforced with displays in classrooms and school corridors and a regular reward assembly takes place.

- 42 There are good strategies in place to improve attendance and provide monitoring information. For example, registration procedures are consistently followed and weekly monitoring procedures examine individual patterns of absence. Pupils who arrive late are recorded and monitored. Truancy is not a problem for the school but there is a high rate of unauthorised absence. Fortnightly meetings are held with the education welfare officer to tackle persistent poor attendance. Good use is made of the 'call divert' service that shares information with other agencies. Awards are given to individual classes for improved attendance at a special assembly. The provision of a dedicated part-time attendance officer as part of the EAZ initiative has been in place since September 2002. The objective is to work with parents and carers, whose children's attendance is between 80 per cent and 90 per cent and to arrest the continuing decline. Persistent lateness is also a target for improvement. The strategies for dealing with very poor attendance are good and the school in liaison with the education welfare service continues to make good efforts to resolve outstanding cases. Unfortunately, although a significant amount of time is spent on these issues, some parents fail to ensure that their children attend regularly. Attendance and lateness of the traveller children is already poor and the attendance officer intends taking steps in conjunction with the traveller education service.
- 43 Effective arrangements are in place for well being and safety. The premises committee is responsible for monitoring health and safety and ensuring that priorities are addressed in the premises action plan and regular risk assessment is carried out. There is adequate signing of emergency exits and termly fire drills take place supervised by staff with specific responsibilities. During the inspection a fire equipment check was observed. Arrangements for first aid are good. The school has sufficient trained staff and intends to encourage more staff to train. There is a dedicated room equipped with a bed where sick pupils can be taken. During the inspection a number of children were observed as being sick. They were dealt with sympathetically by all the staff, some being collected by their parents or carers and others returning to the classroom. The school has good systems for recording and following up accidents and injuries and contacting parents and carers. The school's Internet policy is effectively implemented with appropriate filtering of websites and electronic mail, and clearly sets out responsibilities for pupils and school staff. The policy is communicated to parents and carers, who are asked to sign an agreement.
- 44 Since the previous inspection good progress has been made in the collection and co-ordination of assessment information across the school. A comprehensive school policy is in place and the school is part of the Education Action Zone Information Management Project that has devised systems and processes for data management. The school now maintains data that can track and predict pupils' progress from reception to Year 6. Training in the use of the system has been given to senior teachers. However, routine dissemination of the information and consistent use by all class teachers is unsatisfactory and results in uneven curriculum planning. Teachers are not always knowledgeable about individual targets and progress for pupils in their class. Also, some pupils are unaware of the targets they have been set.

- 45 Teachers discuss personal development with individual pupils and record actions in individual profiles. Written comments are made in the record of achievements sent to parents every year. This reflects satisfactory practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 The level of satisfaction expressed by parents varies. Most parents are pleased with the progress of their child and think that behaviour is at least satisfactory. They feel the school provides the right amount of information and communication. Most parents are confident that they can speak to the acting headteacher or class teachers and welcome the schools open door policy. Parents are generally supportive of the school and praise the dedication of the staff.
- 47 Some specific concerns were voiced in the meeting and through the questionnaire on inconsistency in the use of homework; that information could be more frequently given and the school could work more closely with parents. There was also a view that children could be better helped to mature. The attendance at the parents meeting and response to the questionnaire was poor but their views were supported by some parents' comments when they were spoken to at the end of the school day. Discussions took place with fifteen parents collecting their children at the end of the school day. Most felt the school encouraged good behaviour and several felt that behaviour was considerably better than at other schools they knew.
- 48 The school makes good efforts to keep parents informed through newsletters, letters and regular meetings. Meetings held to inform parents about the Standard Assessment Tests were particularly well attended by about 80 per cent of parents. The school also sends out advance information on topics that pupils will be working on. The attempts made by the school to encourage parental and community involvement with the school have met with limited success. Home-school agreements are very rarely signed and returned by parents. Together with the Education Action Zone, the school has successfully recruited volunteer readers to work with the reading scheme. However, there are no regular parent volunteers helping in the school.
- 49 There are few mechanisms for regular and systematic involvement of parents with their child's learning, so parents are not able to contribute to any great extent to their child's learning at school or at home. Parents were unclear about the schools homework policy. The policy is currently being revised and the school has set up an early morning homework club that meets in the school library. There are also links to the public library homework club, although these were not evident during the inspection. There is good involvement in specific initiatives that could be built on. Parents were observed helping with swimming lessons. Planned walks to Rowdown Woods involve parents and take place for Year 5 pupils and reception children, noting seasonal changes and environmental degradation. Parents also accompany the pupils on school trips.
- 50 The school does not have a parents' association despite attempts to establish one. This limits fundraising opportunities and parents' involvement in school activities. The environmental co-ordinator has successfully involved a local business in painting an external mural for the school. Also, young offenders working on a community programme have made improvements. The school has successfully obtained sponsorship to develop the playground.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The acting headteacher shows a clear commitment to the school, with a focus on developing good quality teaching and improving standards during her period of interim management. She has motivated staff and developed a group of people who are keen to develop their skills and improve provision throughout the school. This was noticeable during the inspection when the quality of teaching had improved significantly since the previous inspection. Day-to-day management duties were covered appropriately, which resulted in a smooth running school during an unsettled period whilst awaiting the appointment of a substantive headteacher next term. Staff work hard to understand the pupils' needs and, in most cases, they succeed. By the time pupils leave school most show a more mature attitude and are becoming sensitive to the needs of others. There is a good degree of mutual tolerance and respect. The school has a firm commitment to inclusive education and manages this well by using a range of strategies to keep pupils in school studying an appropriate curriculum. Overall, the quality of leadership and management is satisfactory.
- 52 The acting deputy headteacher has a part-time teaching commitment and has taken on additional duties to those of deputy headteacher. Consequently, time is at a premium. There was some evidence that this additional workload had affected the rate of development. For example, there is no clear system in place to manage and monitor the work of support staff. The school had reacted appropriately to organising an appropriate management structure but was hindered by the changes in staffing and the lack of experience in some areas. This had a knock-on effect on the organisation and management at middle-management level. Although phase leaders work hard and have brought about significant developments, for example, in the Foundation Stage and in Years 1 and 2, elsewhere the role was not as clearly defined and this affected the individual's capacity for improving their areas of responsibility. There is also an overlap of responsibilities in relation to the roles of phase leaders and subject co-ordinators. The role of subject co-ordinator has developed since the last inspection and this has brought about some improvements, particularly connected to the organisation, management and planning of the curriculum. There remains, however, a lack of specific focus on raising standards throughout the school in most subjects. More work has been done in the areas of English, mathematics and science and this has brought about some improvements.
- 53 The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. Systems have been introduced to monitor pupils' progress and to evaluate the quality of teaching. Records indicate that the school has been successful in improving its results in most areas and nearly all pupils make at least satisfactory progress. The school collects a significant amount of information on pupils' progress and attainment but now needs to decide how to present this, and to whom. This will enable teachers to have a clearer understanding of how to link this assessment information with their planning and teaching. Whilst there is evidence of some good practice, there remains some inconsistency in how information is used to plan work and how pupils are encouraged to understand how they can do better.
- 54 The school has successfully addressed most of the key issues arising from the last inspection, although more needs to be done in developing the roles of middle management and in using information gained from assessing pupils, as indicated above. The role of governors has developed since the last inspection and they are now more involved in the monitoring and evaluation of the curriculum and the progress and attainment of pupils. They have satisfactory levels of knowledge and are well informed, which helps them to be fully involved in discussions and developments.

Senior staff and governors have established a cycle of monitoring and target setting that keeps the school moving forward towards achieving its aims. The school improvement plan sets a clear agenda for improvement and is the result of a sound consultation process. All statutory requirements are met.

- 55 Due to the unsuccessful attempts to recruit a special educational needs co-ordinator, the management and organisation of provision for special educational needs is unsatisfactory. Currently, the acting deputy headteacher is overseeing provision in the school and acknowledges that insufficient time is delegated to this role. The school is acting on the updated policy put in place by the previous special educational needs co-ordinator. Staff have been trained in the new Code of Practice. In line with this Code of Practice parents are informed about their children's needs and advised of their progress each term. Individual education plans are insufficiently monitored by the co-ordinator and targets, linked to these individual education plans, are sometimes too broad to promote learning or to inform the planning of work. The special educational needs co-ordinator has not had time to update provision, for example, for the recent addition of traveller children, although training has been provided. The school relies on class teachers and teaching assistants to ensure that provision is at least satisfactory.
- 56 The school currently has sufficient teachers and support staff, although there have been difficulties in recruiting qualified staff and disruption to leadership and management through sickness and absence. However, there has been adequate redeployment of staff and extension of hours, to ensure management and teaching functions are covered. The teaching assistants and support staff play an important role and make a positive contribution to the quality of pupils' learning. Staffing and other resources from the EAZ are having a major impact on the performance of the school, but consideration will need to be given to the possibility of continuing these initiatives when the zone finishes in 2003.
- 57 The school has a staff development programme that includes all staff. Most staff actively seek development opportunities and the school has one of the highest take up of EAZ courses. Teaching and learning assistants have particularly benefited from training in the use of information and communication technology in the classroom. Also, lunchtime supervisors have received training on how to manage pupils' behaviour in order to implement procedures in the dining room. Both courses have been effective in supporting the quality of teaching and learning in the classroom and throughout the school.
- 58 The range and level of accommodation are good. The school is isolated from the surrounding housing and factories; CCTV is in place and this has helped to reduce vandalism. The external condition of the buildings is variable, with some windows in a poor condition and a portable classroom unit that has been vandalised. The reception area is ramped and the car park has been improved, providing a welcoming and secure environment for children and adults arriving at the school. Murals enhance the playgrounds. Grounds maintenance, mainly grass cutting, is carried out by contractors and has improved due to rigorous monitoring by the site manager. Some school corridors have been repainted and refurbished with colourful displays and this makes a considerable improvement to the school environment. The remaining corridors are due for similar work. The condition of school furniture in classrooms is variable and less satisfactory in Years 1 and 2. There is a replacement programme but no overall refurbishment is planned.

- 59 Learning resource provision, access to resources and their use is inconsistent. Whilst provision for physical education and information and communication technology is good, that for design and technology, geography, history and religious education is unsatisfactory. Provision, access and use of learning resources for pupils with special educational needs are also unsatisfactory. The library is unsatisfactory and opportunities for pupils to develop their information and study skills are limited. The school does not have a library and learning resources policy and is aware of the need for this to be developed. Fiction books are housed in classroom collections and the school buys in to a topic collection loan service from the local teacher's centre. Collections include audio-visual material, which is used appropriately in the classrooms. Pupils borrow books from classroom collections for home reading and the nursery encourages parents to choose books with their child at the end of the school day. This supports the progress that pupils make.
- 60 The library houses information books for pupils in Years 3 to 6, group readers and resource packs, and a computer. It is well decorated with adequate furniture and shelving for formal rather than informal use. However, a sample taken of books on the shelves revealed that 30 per cent were more than 10 years old. No magazines or recreational reading and audio-visual materials are provided and books are not displayed to show their covers except for one separate display about the sea. Guiding is inadequate for pupils to independently seek and find information. There is no evidence that books are regularly borrowed. During the inspection, the library was being used by the homework club but in general most use appeared to be for meetings and one-to-one coaching for music. Consequently, opportunities are lost for pupils to gain skills for independent learning.
- 61 Day-to-day financial control is good and the school satisfactorily sets priorities that are supported through the school's financial planning. The recommendations of the most recent audit have been implemented. The finance and administration officer has a good understanding of the school's financial systems and provides appropriate information for the governing body so that expenditure can be monitored. Spending decisions are carefully considered, with the priority being given to maintaining staffing levels whenever possible. Specific grants are used for their intended purpose. Financial print-outs clearly identify how the money has been spent. Tenders are sought for large items of expenditure and staff and governors consider the principles of best value. New technologies are being used satisfactorily throughout the school. For example, financial information and assessment data are on computer. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62 Staff and governors should work together on the following areas to improve the quality of provision further and raise standards.

Improve standards for pupils at the end of Year 6 in English, mathematics and science by:

- ensuring that there are sufficient planned opportunities for pupils to develop their speaking skills;
- ensuring that pupils with special educational needs are given work that is specifically related to their learning targets in English;
- ensuring that pupils are clear about how they can improve through the comments made in their English books by teachers;
- ensuring that individual targets are used to track progress and plan future work in English;
- ensuring that pupils have sufficient opportunities to use the library and to develop their study skills;

(Paragraphs 5, 44, 53, 60, 80, 81, 82, 83, 85, 86)

- ensuring that all teachers use the end of mathematics lessons to assess, reinforce and extend learning;
- ensuring consistency when teachers plan to meet the variety of needs within each class in mathematics;
- continuing the development of assessment practice and target setting in mathematics;

(Paragraphs 20, 88, 92, 94)

- ensuring that pupils who are of slightly below average ability are being sufficiently challenged in science;
- ensuring appropriately high teachers expectations of work across parallel classes in science;
- tracking pupils' progress in science and using the information gained from this to inform planning.

(Paragraphs 7, 20, 100, 107, 110)

Improve assessment practice by:

- ensuring that information gained from assessing pupils is clear and presented in a manageable way;
- making information readily available so that teachers can use this to inform their planning and to tell pupils how to improve their work.

(Paragraphs 44, 53, 94, 110, 130)

Improve the work of middle managers by:

- reviewing and clarifying the roles and responsibilities of phase leaders and co-ordinators;
- ensuring greater consistency of good practice across the school with a sharp focus on improving standards in all subjects;
- ensuring that there is sufficient time to undertake duties in relation to the management and monitoring of special educational needs.

(Paragraphs 52, 55, 95, 110, 115, 130, 139, 151, 160, 165)

Improve the involvement of parents in the work of the school and their children's learning by:

- informing them of what their children will be learning and how they can help;
 - informing them of the importance of regular attendance.
- (Paragraphs 15, 47, 48, 49, 59)

Staff and governors are also encouraged to:

Review the use of the accommodation for the Foundation Stage children to ensure less cramped conditions in the reception classrooms.
(Paragraph 64)

Develop the library and pupils' study skills.
(Paragraphs 60, 86)

Improve resources for design and technology, history, geography, religious education and special educational needs.
(Paragraphs 59, 124, 132, 139, 165)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	39	31	2	0	0
Percentage	1	11	48	38	2	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 one percentage point

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	368
Number of full-time pupils known to be eligible for free school meals	-	178

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.6

Unauthorised absence

	%
School data	3.9
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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	21	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	21
	Girls	18	19	21
	Total	33	33	42
Percentage of pupils at NC level 2 or above	School	73 (74)	73 (77)	93 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	20	10
	Girls	18	17	19
	Total	31	37	38
Percentage of pupils at NC level 2 or above	School	69 (72)	82 (81)	84 (85)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest 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	30	27	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	30
	Girls	21	19	25
	Total	43	41	55
Percentage of pupils at NC level 4 or above	School	75 (57)	72 (67)	96 (88)
	National	75 (57)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	28
	Girls	17	18	22
	Total	37	42	50
Percentage of pupils at NC level 4 or above	School	65 (57)	74 (69)	88 (76)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
340	4	
11		
2		
2		
3		
2		
17		
25		

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	351

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	2
Total aggregate hours worked per week	60

Financial information

Financial year	2001/02
	£
Total income	1,069,571
Total expenditure	1,082,053
Expenditure per pupil	2,900
Balance brought forward from previous year	46,306
Balance carried forward to next year	33,824

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	376
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	5	2	0
My child is making good progress in school.	44	46	7	0	2
Behaviour in the school is good.	54	32	15	0	0
My child gets the right amount of work to do at home.	32	22	29	10	7
The teaching is good.	56	37	5	0	2
I am kept well informed about how my child is getting on.	41	32	17	7	2
I would feel comfortable about approaching the school with questions or a problem.	59	34	7	0	0
The school expects my child to work hard and achieve his or her best.	51	39	10	0	0
The school works closely with parents.	32	46	12	10	0
The school is well led and managed.	34	49	7	5	5
The school is helping my child become mature and responsible.	39	44	12	5	0
The school provides an interesting range of activities outside lessons.	41	29	20	2	7

Other issues raised by parents

Parents stated that although the behaviour of most pupils was good, there seemed to be an increasing number of pupils with poor behaviour joining the school. A few parents had difficulty in getting information about their children with special educational needs. One parent was concerned about the school's admission policy when children attended for only half the day for the first half term of the academic year.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 63 Since the last inspection, the school has made significant improvements in the quality of education provided for children in the nursery and reception classes. Staff have received training and used the knowledge gained from this to develop a good curriculum with a wide range of activities. They now ensure that the work set matches the children's abilities and builds systematically on their prior learning. These factors have resulted in a quality of teaching that is good overall. Teaching is consistently good for mathematical, creative, physical, personal, social and emotional development and pupils' knowledge and understanding of the world, and has good features in communication, language and literacy. Teachers and support staff have good understanding of how young children learn and successfully use this to develop the children's good attitudes to learning and good behaviour by the time they start Year 1. Staff have also worked well together to improve their teaching and the facilities, despite difficulties caused by changes in teaching staff. Currently, there is a consistent approach to teaching and learning and this helps children to settle into school life. Support staff play an important role in developing the children's learning and in supporting their achievements. The curriculum takes into consideration the national guidance for the Foundation Stage and staff adapt it to meet the needs of the children. Staff plan work appropriately and use assessments of the children's attainment to inform their planning. Appropriate records are kept to monitor the progress that children make in all areas of learning.
- 64 Much effort and hard work has been given to developing the corridor area and outside play areas. Murals have been painted using drawings by the children and this has helped to brighten up the area. The nursery area has been enhanced and now provides good, spacious accommodation. However, the same cannot be said for the reception classrooms, which are cramped and overcrowded. The number of children in the reception classes has risen significantly and, despite the efforts made by teachers to create a good learning environment, conditions are not acceptable unless the outdoor area is also in use. Significant improvements have been made with developing this outdoor area, and activities are now well planned to support each area of learning. Staff have worked hard and, with the support of parents, created a good learning environment. However, as there is no shelter, its use is restricted. Leadership and management have improved and are now good. The co-ordinator has recognised the difficulty posed by the increased number of children in the reception year and is currently looking to make improvements. The EAZ has effectively contributed to developments in the Foundation Stage through additional funding. Good quality resources have recently been purchased.
- 65 Children, including those with special educational needs, generally make good progress. They are well supported and the work for those that need additional help is well focused. By the time they start in Year 1, children currently in the reception classes are likely to reach average standards in creative, physical, personal, social and emotional development. Standards are likely to be below those seen for children of the same age nationally in communication, language and literacy, mathematical development and knowledge and understanding of the world. At the time of the inspection, all nursery and reception children were attending part-time. Reception children were being encouraged to stay to lunch for the first time.

Personal, social and emotional development

- 66 Staff have developed good relationships with parents, who are encouraged to be involved in their children's learning. This, together with a good induction programme, helps children to settle quickly into school routines. A caring learning environment is created where children understand the structure of the day and, by the time they enter Year 1, most have good attitudes to learning. Children are also encouraged to play and work with each other and, consequently, are helped to develop good relationships. They were observed working well in the outdoor play area and sharing resources, for example when using the building blocks and tricycles. Teachers and support staff make appropriate comments to encourage co-operation and most children learn how to share and take turns. Children are encouraged to recognise the importance of keeping healthy and are aware of personal hygiene issues. This was demonstrated during snack time when fruit is regularly available and children are expected to wash their hands before eating.
- 67 Through their own behaviour and working relationships, staff display good examples of how children should behave and the children's skills are continually developed through the positive interactions between staff and children. Some children are quite boisterous and staff have to use a range of strategies in order to maintain their attention and to get them to follow instructions. Girls and boys are encouraged to play together and take part in all activities so that they develop a good range of skills across all areas of learning. The tasks provided ensure a good balance between teacher-directed activities and times when children are able to work without direct adult supervision. This develops the children's confidence, and a growing independence and initiative when they are presented with choices. Staff have recognised the need to monitor the activities that children choose in order to ensure that they experience a good range of learning opportunities.

Communication, language and literacy

- 68 A significant number of children entering school use a restricted range of vocabulary and their speech is poor. Staff provide an environment that encourages children's speaking and listening skills and supports the developing use of vocabulary. They recognise that these are key factors in the children's learning. Some good examples were observed when a teacher was encouraging reception children to talk about cornflour mixture; how it felt and what was happening to it. The children were excited and keen to speak, one boy saying that the mixture changed like "magic". In a session in the nursery, a member of the support staff encouraged a boy's speaking and listening as he hung the clothes on the line to dry. In both these examples, the children were encouraged to respond to the adult, develop their use of vocabulary and sustain good levels of concentration. Children's speaking skills are also systematically developed through the provision of specific activities, such as in the imaginative play areas. Most pupils make good progress and have the confidence to speak with adults and each other.
- 69 Most children are interested in books, handle them carefully and show enjoyment in a range of stories. Children have regular opportunities to listen to stories and they respond well. Children were seen in the nursery enjoying the story of *Handa's Surprise*, and were helped to respond by the teacher's careful questioning. Regular sessions support children in their recognition of letters and the sounds that they make but standards in reading are below, and frequently well below, those seen nationally. Whilst some children can name their favourite stories and identify books that they have at home, others have had little experience of reading outside school. In the

reception classes, the higher-attainers read their books well with good understanding whilst lower-attainers retell stories in their own words and recognise names and key words. All children are encouraged to read regularly with their parents at home, which has a positive impact on the progress that they make and the standards that they achieve.

- 70 On entry to the nursery, children develop their writing skills by learning how to hold a pencil correctly and recognising and writing their own names. They become aware of writing for different purposes. These skills are developed in the reception classes when children are encouraged to follow the teachers' examples and write a response to the story of *Where's My Teddy?* They use a picture alphabet sheet to help with this work and complete the task well, encouraged by the finished work, which is written within the shape of a bear. Two girls were observed in the writing area and sustained long periods of concentration in activities that they had developed themselves in response to the resources available. For example, one clearly stated that she was doing her homework and made marks on paper including some letters that were familiar to her, such as those in her name.

Mathematical development

- 71 The children's mathematical skills and understanding are taught during specific sessions, and consolidated through daily play activities. On entry to school, most children have little understanding or recognition of numbers and are supporting in their learning through specific tasks and singing number songs and rhymes. Some higher-attainers were observed playing a fishing game and were encouraged to count the number of fish caught. One girl confidently counted to nine. Another group of children were observed throwing beanbags into a hoop, which reinforced their counting to four. These activities maintain the children's interest and develop their learning. Average-attainers can sort and match by colour and shape, and higher attainers identify a triangle and circle. In the reception classes, children were seen ordering numbers to five and matching the number of bears to the number written on a card. The pace of learning in this session was maintained well by the teacher and support staff, and higher-attainers were fully challenged when asked to match objects and numbers to ten. As the children were all working at the appropriate level they felt confident and enjoyed the work. Consequently, all made good progress. Activities provided outside also developed children's understanding of number but also of space and shape. Building blocks were used well by a group of children as they worked together to build houses, each one trying to make it taller than the previous one. They used the terms 'taller' and 'smaller' to distinguish the length of towers and many counted the wooden blocks confidently to ten.

Knowledge and understanding of the world

- 72 Children in the reception classes develop their knowledge and understanding of the world through taking part in a range of play activities and during specific sessions led by the teachers. Work is well integrated, for example when children learn about a range of fruit after reading a book that featured them in the story. The teacher encouraged language development through teaching the children the names of the fruit and getting them to look at and feel, for example, a pineapple when she made reference to the 'spikey leaves'. At another time, these children became engrossed in using the spades and buckets in the 'digging area' and developed their understanding of how flowers grow. In the reception classes, children acted out the roles of builders as they moved blocks and planks using a wheelbarrow. This activity proved to be very successful in also developing their social and communication skills. A learning

support assistant worked well with a group playing with sand and developed their use of vocabulary and understanding of texture through good questioning and an enthusiastic approach. Children have a sound understanding of the uses of everyday technology. Opportunities are provided for children to assemble and take apart simple models, using a variety of construction kits. Their skills in using the computer are also developed through the use of a range of programs, which also help to develop their literacy and numeracy skills.

Physical development

- 73 Children get regular opportunities for physical education through playing outside, where they learn to balance, climb and run. They also develop their skills through playing with small equipment and using wheeled toys. The outside area provides a full range of experiences and is continually being developed. Children also have regular formal physical education lessons and make good progress in them. In one good lesson observed, it was the first time that the nursery children had taken part in a lesson in the school hall. The teacher planned this lesson with a good focus on getting the children familiar with routines as she set out her expectations for work in the hall. She was well supported by the additional support staff who worked with individual children to encourage their participation. The activities encouraged the children to use the space available, to take into account the needs of others and to follow instructions. The children enjoyed the session and, consequently, their progress and behaviour was good. In another session, reception children similarly made good progress due to the enthusiasm of the teacher and the building up of skills through a variety of activities. The teacher used a good range of methods to maintain the children's interest who, in turn, responded well to the teacher's instructions and thoroughly enjoyed the activities. The teacher started the session well with a warm-up activity that was related to other areas of learning as the children pretended to be a seed, which grew in the sun. Also, they were encouraged to understand the effects of exercise on their bodies as they began to breathe more quickly with increasing exercise. Pupils learning English as an additional language were well supported through demonstration when staff showed them what was expected. Throughout the lesson, expectations were high and the pace of learning good. The teacher clearly demonstrated what children were expected to do and health and safety issues were addressed appropriately. Members of staff worked well together to encourage the children to do the best they could. This resulted in most pupils making good progress.

Creative development

- 74 The children's creative development is successfully fostered through a range of activities. In the nursery, a range of the children's work was on display that celebrated their learning and enhanced the environment. Children had completed shape pictures that consolidated their learning in mathematics, and collages of the Rainbow Fish following the reading of a story. In one session observed, every opportunity was taken to develop learning as a support assistant asked the children to count the number of squares they had used to stick on the shape of the initial letter of their name. Children were also encouraged to hold brushes correctly and to use a range of resources. In the reception classes, children developed their brush strokes further as they completed work using dots, curves, zig-zags and straight lines. They enjoyed this work, concentrated well and consequently made good progress. The teacher also developed well their understanding of colour mixing and pretended not to have any green paint, thereby creating a situation where the children offered to experiment in order to make that colour. This worked very well as the children wanted to please the teacher and experiment until they had made a colour that satisfied them.

- 75 The children's responses are also developed through specific music sessions and through singing rhymes and songs. Also, a good range of musical instruments is available, which encourages the children to investigate the sounds that they can make. Two boys were observed sustaining concentration well as they listened to the sounds of the shakers that they had made and compared these with other instruments. In a reception class, children were encouraged to listen to music and to talk about how it made them feel. Not only did this develop their understanding and responses but also helped to calm them down ready for the next activity. The role-play areas in both the reception classes provide opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.

ENGLISH

- 76 In the national tests in 2001, pupils' performance in reading and writing at the age of seven was well below the national average. It was above the average for similar schools in reading and about the same as similar schools in writing. Tests in the same year for eleven year olds showed pupils' performance to be below the national average for all schools but well above the average for similar schools. The 2002 test results show a good rise in standards for reading and writing in Year 2 but a fall in standards in writing in Year 6. This fall in standards can be partially attributed to the ability of the pupils and the removal of extra support once the standards had improved in 2001.
- 77 Inspection evidence based on lesson observations, discussion with staff and pupils and a scrutiny of work suggests that Year 2 pupils are likely to do even better this year. Many pupils reach standards appropriate for their age although overall standards remain just below national expectations in both reading and writing. Pupils observed, consistently learnt well because of the good or very good teaching they receive and their own enthusiasm for learning. Work in Year 6 shows that pupils are still achieving below national expectations. This year group has a high proportion of pupils with special educational needs. Also, there is a significant number of pupils who have joined the school recently, and attendance is often poor.
- 78 In the past few years, pupils have entered Year 1 with well below average skills in speaking and listening. Their achievement is good as they move through the classes, and they leave Year 2 with skills that are close to average. They listen very well most of the time. A proportion of pupils lack confidence in speaking in whole class situations but the best teachers recognise this and use the teaching assistants for a one-to-one exchange. Pupils use limited vocabulary, so opportunities to develop speaking and listening skills are built into the curriculum by listening to tapes, role-play and skilful open questions. The EAZ has a good support programme to improve speaking and listening for targeted pupils. Pupils have a sound range of reading strategies and discover new words by sounding out letters or looking at pictures for clues. In a very good lesson, Year 1 pupils were reading the story of the Little Red Hen, remembering the sequence of events and the repetitive 'Not I.' In Year 2, despite limited speaking skills, pupils make good progress in reading, with several pupils already reaching standards appropriate for their age. In writing, pupils in Year 2 are close to the expected standard for their age. They have learned good strategies to support their learning and are beginning to work independently. Many pupils write in sentences, with capital letters and full stops appropriately placed, and make good attempts at spelling out the words they want to use.

- 79 Pupils with special educational needs are well supported in Years 1 and 2. They learn letter sounds and practise early writing skills. Though they do not achieve the same levels as other pupils in the class, they make good progress in their learning as provision for their needs is consistently built into lesson plans. Teaching assistants keep good records of learning gains. Pupils who speak English as an additional language are supported by the EAL specialist in order to develop their vocabulary and understanding of English. Overall, these pupils make good progress towards an acceptable level of fluency due to the day-to-day support given by teachers and teaching assistants.
- 80 Standards seen in Year 6 during the inspection were below, and sometimes well below, the expected level. A significant number of pupils do not read at the expected level, though some of those of higher ability do reach the level expected for their age. They do not, however, have the wider skills to identify, for example, a favourite author or to discuss the style and content of writing. This level of attainment has many contributing factors. There is frequent pupil absence, which affects pupil progress, and many pupils have been to more than one school. A significant number of pupils have special educational needs. The individual education plans for these pupils are less consistently applied than in Years 1 and 2 when lessons are planned, and this limits progress.
- 81 Pupils' listening skills are good in Year 6 and close to the expectation for their age. They sustain listening well. In a lesson about Rudyard Kipling, when good use was made of an interactive white board, most pupils could identify familiar phrases written by Rudyard Kipling and follow the teacher's explanations closely enough to apply a similar style to their own work. Their speaking skills are below average. Most pupils give brief answers and lack the vocabulary to sustain their ideas through talk. This is particularly the case for lower attaining pupils and those with special educational needs, who have not had enough opportunity to develop the skills in the past through carefully planned speaking opportunities.
- 82 In Year 6, pupils' writing is improving in both content and structure but remains below expectations. In the work done since the start of term, handwriting is joined and legible, pupils are beginning to use paragraphs appropriately and more able pupils are striving to select appropriate vocabulary. In a good lesson in Year 3, pupils were observed successfully writing a repetitive poem, which rhymed. In Years 3 to 6 a few longer pieces of writing have been completed using word processing. Pupils are learning spelling strategies, although this is not securely embedded in their writing. The EAZ has a support programme to improve speaking and listening in Years 1 and 2, and writing for targeted pupils in Years 3 to 6. Provision for pupils with special educational needs is satisfactory because the school has a clear support policy in place, but teachers do not consistently plan work specifically to help them reach their learning targets and extra support is sometimes lacking.
- 83 Pupils in Years 1 and 2 are making good progress as a result of good and very good teaching, and the amount and quality of additional support from teaching assistants. Good use is made of national guidance to produce well-planned lessons with clear learning objectives, which are shared with the pupils. In Years 3 to 6, teaching was at least satisfactory and more often good, and occasionally very good. This good teaching was evenly distributed across the age range and pupils made good progress. Lessons are generally well planned but do not always take account of the needs of all pupils. Teaching assistants work with groups of pupils, helping particular pupils to remain focused during class sessions. Marking of work is variable. At best it refers to individual targets and supports progress.

- 84 The introduction of the National Literacy guidance has improved teaching. In the best lessons, the teachers used the week's text as a basis for teaching spelling and grammar. A great deal of reading and writing is planned in other subjects. There is good reinforcement of basic skills. Some word processing is done in the computer room and other software is used to support English lessons, particularly for younger pupils and those with special educational needs, or pupils of different minority ethnic backgrounds.
- 85 Assessment procedures are good. Pupils' performance is systematically tracked through the school. Detailed records are kept of each pupil's progress. In Years 3 to 6, unlike Years 1 and 2, this information is not consistently used to guide curriculum planning. The individual targets are not consistently used to track progress. The English co-ordinator is aware of this and priorities for action have been identified. Assessment also identifies pupils who need further support. Additional literacy support and further literacy support are available but these had not started at the time of inspection.
- 86 Each class has a well-stocked library of mostly fiction books. Pupils value this resource. The school library is predominantly non-fiction, although it also houses a very good supply of new group readers, which are underused. There is no library policy and the library is not effectively used to support pupils' learning. Although sufficient in number, many books are rather dated and poorly displayed. Pupils in Years 1 and 2 do not have their own library and the library mentioned above is located too far away from their classrooms. The library is the responsibility of the English co-ordinator but she does not have time to develop this resource. Pupils do not have the library skills expected for their age.
- 87 Subject co-ordination and management is good. The co-ordinator has worked hard to improve the provision for English throughout the school. A colleague in Year 2 ably supports her and this adds strength to the good provision in Years 1 and 2. The co-ordinator has monitored planning, provided training and improved resources to raise standards. She has not been able to observe lessons in other classes. There are clear, appropriate priorities for development. There has been good improvement in English since the last inspection.

MATHEMATICS

- 88 Currently, standards are below average at ages seven and eleven. This mirrors the findings of the last inspection. This conclusion appears to contradict the results of the 2001 national tests, where the results showed the pupils to be above national standards for eleven year olds. These results marked the peak of a five-year steady improvement in mathematics results because, since then, the school's results have declined. This is indicated by the 2002 tests where the results dropped to below average. The group of pupils who took the tests last year, and have now left the school, were said by the school to be quite immature in their attitude and approach to learning. Nevertheless, this group made significant progress during their time in school, with most gaining two National Curriculum levels of attainment in mathematics from ages seven to eleven, and nearly a quarter gaining three levels. This indicates good progress as a result of good teaching. These pupils, like the rest of the school, had experienced some disruption, with high levels of pupil absence. Assessment data from the school indicates that the current Year 6 pupils have made good progress. They had well below average standards at seven and are now only just below average. Currently, pupils' work is extensively checked for progress and

targets for their future learning are being set, though these now need to be shared with all of the pupils. The teaching and learning that was seen during the inspection reflects this progress.

- 89 The pupils with English as an additional language also make good progress once they have grasped the basics of English and particularly the more technical mathematical terms.
- 90 In Year 2, some pupils are able to count up and down in twos and tens to a 100 and beyond, with most knowing the number bonds to 10, and the most able to 20 and beyond. Most pupils are able to count in tens and fives and know that addition is the opposite of subtraction. Work was seen on counting in tens up to a 100 with only a few being able to go back down from 100. Also, the naming and identifying of 3-dimensional shapes and their properties were understood by most of the pupils, with the higher attaining pupils able to describe the faces and corners.
- 91 Some of the oldest pupils in Year 6 have a good knowledge of problem solving, using all four mathematical operations. The properties of fractions and decimals are understood by most with an awareness of the correct mathematical vocabulary. The most able pupils know the multiplication tables and have a sound grasp of the four rules and place value up to 100,000. They have completed work on the standard ways of writing on paper multiplication and division sums and know how to check calculations with a calculator. They are currently learning how to calculate proportions of a total amount in fractions, decimals and percentages. All of the ability groups were given appropriately different levels of tasks to complete. The pupils are being taught to use the correct language when dealing with mathematical problems.
- 92 The National Numeracy Strategy has been satisfactorily implemented and all staff have received effective training. More training is planned for the near future. Numeracy lessons are divided into satisfactory time allocations. Most of the sessions have an effective warm-up and most have an appropriate plenary section at the end. There is a need for all teachers to allocate appropriate time for the plenary to assess, reinforce, extend, and make the pupils aware of their learning. Homework was rarely seen to be set. Information and communication technology is well used throughout the school to support pupils' learning in this subject.
- 93 Overall, the quality of teaching and learning is good. All lessons observed were at least satisfactory, with eight out of the twelve observed being good. The teaching was consistently good in the lower part of the school. Where teaching is good or better the mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons, the teachers have a clear idea of their objectives, use the correct mathematical language and set realistic, achievable and challenging targets. In these lessons the higher attaining pupils are given good extension work that takes their learning that stage further. Also, the less able pupils are given appropriate tasks. Where the lessons were satisfactory there were a few occasions when the pace dropped as the pupils were set off on tasks, the pace of learning decreased and this turned otherwise good lessons into satisfactory.
- 94 There is a good range of resources that are well used and this has a good impact on teaching and learning. Planning across the school is good and the teachers have recently adopted a regular system of assessment, tracking and targeting pupils' progress. Daily assessments now need to be planned and their results recorded to develop and inform daily planning. Planning work for the different ability groups, especially for the higher attaining pupils, needs to be consistent across the school. In

the best lessons, work is designed to extend their learning and not just to give them many extra problems of the same type to solve.

- 95 The subject is led by an enthusiastic, knowledgeable and hard working co-ordinator. There has been some monitoring of the mathematics planning and pupils' work by the co-ordinator. Opportunities have not been provided for the co-ordinator to observe colleagues teaching. Consequently, there remain some inconsistencies in teaching methods and the marking of pupils' work.
- 96 The subject makes a good contribution to the social and moral development of the pupils in learning how to work in groups and observing the behaviour and moral codes expected of them.
- 97 The pupils experience the full range of learning opportunities required by the National Curriculum, with good emphasis now being placed on their understanding and ability to explain and apply their calculations. In the majority of the lessons, the behaviour and attitudes of the pupils was very good or better, especially in the lower part of the school. Elsewhere, they were satisfactory.

SCIENCE

- 98 Teacher assessment in 2001 indicated that attainment for seven year olds was well below the national average and a lower than average proportion of pupils reached higher levels of attainment. Against schools serving pupils from a similar context, standards were below average. Standards of attainment for pupils aged eleven in the same year were close to the national average and, when compared with pupils from a similar background, were well above average.
- 99 Teacher assessment in 2002 indicates that attainment for seven year olds has improved and is slightly above the national average for the percentage of pupils achieving the standard expected for their age. Results of the 2002 national tests for eleven year olds show that attainment is below the national average. The number of pupils joining the school in Year 6 and the higher number of pupils with special educational needs has influenced the decline in the proportion of pupils achieving the higher levels of attainment in 2002. There is little variation in the results of girls and boys.
- 100 Currently, a broadly average percentage of pupils in Years 2 and Year 6 are working at the level appropriate for their age although fewer than average are working at a higher level. In the lessons seen during the course of the inspection week, the attainment of pupils was satisfactory across the infants and juniors. The majority of the work recorded in exercise books reflects the overall satisfactory standard, with some very good work by higher attaining pupils observed. Those pupils with special educational needs and English as an additional language make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. Pupils of slightly below average ability are not sufficiently challenged in some classes in the juniors.
- 101 Pupils in Year 1 make satisfactory progress as they learn about forces. They can explain how wind is a force that can make a streamer move. They enjoy making their streamers and seeing them move successfully as they blow them. Pupils with special educational needs and a pupil from the traveller community are well supported in their learning and make good progress.

- 102 In Year 2, pupils studied health and growth in one excellent lesson observed, and understood the use and the dangers of medicines. Pupils of all abilities understand and identify the differences between sweets and medicines. They know and talk about the actions and food required to keep and to stay healthy. Pupils learn to discuss and share their findings, thereby increasing their scientific knowledge and vocabulary. They make satisfactory progress in acquiring skills and knowledge.
- 103 Year 3 pupils investigate the water absorbency of different types of papers. They observe the texture, density and water storage capacity of the papers, recording their results accurately and appropriate to their abilities. The pupils become familiar with the idea of a fair test, predicting results and making decisions. All pupils make satisfactory progress. Those pupils with special educational needs are well supported and make good progress.
- 104 Year 4 pupils investigated materials and their ability to conduct electricity. They make good progress in their learning as they identified objects and their properties, recognising that wire is a good conductor whilst wood is not. Pupils of all abilities were able to draw conclusions from the results of their experiments and explain them with understanding, as was observed in the case of a pupil from the traveller community. All the pupils enjoyed the practical activity and understood the dangers of electricity. They made satisfactory progress in their scientific knowledge and in their listening and speaking skills. Those pupils with special educational needs and English as an additional language make good progress.
- 105 In a good lesson observed in Year 5, pupils studied how day and night are linked to the movements of the earth. Pupils made good progress as they modelled their ideas of the reason for day and night by using a large and a small ball. They worked together co-operatively sharing their reasoning. Most pupils were able to explain that the earth spins on its own axis and orbits the sun. Those pupils with special educational needs made good progress, with the support of the teaching assistant. They recorded their observations in carefully written sentences using scientific language.
- 106 Pupils in Year 6 extended their knowledge of materials by investigating reversible changes. They make steady progress in their investigative skills as they tested the speed taken to dissolve different types of sugar. They tested their theories and predictions with enthusiasm and made satisfactory progress in their ability to analyse and solve problems. The more able pupils could describe how heat has an impact upon the speed of materials dissolving. Pupils made satisfactory progress as they interpreted their findings and predicted the results. The use of the interactive white board assisted the learning in this lesson. Pupils with special educational needs and one with English as a second language made good progress with the help of the teaching assistant.
- 107 The quality of teaching seen during the week of the inspection was good. The quality of planning is good and teachers have a good knowledge of the subject. The work is differentiated to suit the abilities of the pupils. The scrutiny of pupils' books in Years 3 to 6 suggests that there is an inconsistency in the quality and presentation of written work expected in parallel year groups. The quality of marking overall is satisfactory. Marking is seen by most teachers as an opportunity for constructive advice and encouragement but is inconsistent in parallel year groups. Where there are high expectations of pupils' behaviour and work, as was demonstrated in Year 2, progress is good. The management of pupils is not always consistent in one of the Year 6 classes.

- 108 Teachers make good use of linking science in an imaginative way to other subjects of the curriculum. For example, the artistic displays in the infant area based upon healthy living and hot and cold colours and, in Year 3, the models of bodies highlight the work done in art and design, maths, English and technology.
- 109 The quality of learning is good across the infants and juniors. Pupils enjoy science and, when teachers' questioning is searching, they work hard to develop their skills, understanding and knowledge. They are eager to speak and explain their findings in class or in response to questions so developing satisfactory listening and speaking skills. There are some instances in lessons observed across the school, where pupils' spiritual, moral, social and cultural development is extended through looking at aspects of the world around them.
- 110 The co-ordination of the subject is shared between teachers in the infants and juniors. There is a policy and scheme of work in place and resources for the subject are satisfactory. Recent in-service training has given fresh impetus and enthusiasm to staff with the result of raising teachers' confidence in the teaching of all aspects of the subject. The provision of non-contact time to monitor teaching is not available so co-ordinators are not able to identify areas for improvement or any inconsistencies which may occur. Assessment follows the completion of each unit of work but individual tracking of pupil's progress is not in place. This should be the next stage of development so that pupil's knowledge, skills and understanding can be formally recorded and future individual learning needs can be identified. In this way, the needs of the average and below average pupils in Years 3 to 6 can be addressed and standards raised further.

ART AND DESIGN

- 111 There was limited opportunity to see art and design during the inspection. Discussion with teaching staff and pupils, and a scrutiny of a good portfolio of work throughout the school shows that standards achieved are broadly average, although some aspects of the curriculum are underdeveloped. Available records and displays of pupils' work show that there are satisfactory opportunities to teach art and design, with good planning to link art and design with other subjects. However, lack of co-ordination and the use of two different schemes of work impede further improvement in standards.
- 112 By Year 2, pupils' achievement is satisfactory. In Year 1 the pupils were challenged to mix lighter and darker colours. Scrutiny showed Year 2 pupils could successfully mix natural earth colours and paint in an Aboriginal style using dots and simple lines to depict birds and animals. This term, art and design work in Year 2 has good links with history and literacy as pupils learn about the Great Fire of London.
- 113 By Year 6, pupils have covered a range of topics. No art is taught in Year 6 this half term and no lessons were seen in Year 5. In Year 4, good cultural development was made when pupils drew symbols relating to black African art as the school celebrates Black History Month. Approximately half of the pupils made shaded drawings that fairly represented the shapes. Pupils could not easily read the captions underneath but many could sense the essence of the shape. The learning and use of art vocabulary is hampered by poor literacy skills. Sketch books are introduced, but are not consistently used throughout Years 3 to 6.
- 114 Teaching seen during the inspection was satisfactory overall, although one unsatisfactory lesson set unrealistically high expectations for young pupils. Teachers

plan work with high expectations, especially in Years 1 and 2, but there is no 'across-the-school' tracking of progress in art and design to guide curriculum planning. Teachers made good use of teaching assistants, enabling children, including travellers and refugees to sustain concentration and acquire new skills. Pupils with special educational needs supported in this way, heard vocabulary relating to the task and produced satisfactory work. Organisation and behaviour were satisfactory because teachers expected pupils to remain on task, persevere and work sensibly. Progress over time in painting skills, the use of colour and pattern and in the drawings made by some older pupils is satisfactory, with work becoming increasingly detailed. Teachers build well on their personal knowledge and understanding but do not use the co-ordinator's appropriate expertise. Opportunities are missed to deepen understanding and therefore there is sometimes insufficient challenge for the more able pupils. Pupils are not taught to evaluate their own work or that of others. Information and communication technology is not used sufficiently. There is a weekly art club for pupils, which has recently painted a mural in the library. The subject is adequately resourced.

- 115 A few issues restrict the development of the subject. There is a lack of a whole school scheme of work with sufficient detail to encourage teachers without subject specialism. It needs to include provision for a broader curriculum, more three-dimensional work, visits to local galleries and for visitors to bring art into the school. The subject co-ordinator has good subject knowledge, but has had little impact on the way in which art and design is taught throughout the school.

DESIGN AND TECHNOLOGY

- 116 Pupils aged seven reach standards that are broadly in line with those expected for pupils of the same age nationally. Those in Years 1 and 2 are currently making good progress due to good coverage of the design and technology curriculum and good or very good teaching. The teacher's good knowledge and understanding was used well to develop Year 1 pupils' understanding of how sliding mechanisms could create movement. In one good session observed, the teacher was very clear about what she wanted the children to do and learn, and shared this with them. She had also planned and prepared the lesson well. All these factors ensured that pupils could confidently move from one activity to another, using appropriate resources, being fully aware of what was expected of them. Although all pupils attempted a similar activity, effective support was given to those with less skill and understanding whilst the higher attaining pupils were expected to complete additional tasks unaided. As all pupils were working at the right level for their ability, they felt confident and enthusiastic. This was also reinforced by the teacher commenting, "Wonderful children can do wonderful things," when the class was reviewing pupils' work. The work of a child from the Traveller community was also celebrated well in response to the interest and delight felt by the child.
- 117 The quality of teaching was very good in two lessons observed in Year 2. These lessons focussed on pupils developing the understanding and skills required when making a glove puppet. Good planning showed how teachers shared their expertise and planned for pupils across the year group. This ensured that regardless of which class they were in, all pupils had equal access to a very good experience. Pupils had been well prepared in a previous lesson by looking at a range of puppets and relevant books and these were on display so pupils could make reference to them. Teachers and support staff gave clear demonstrations of what could be achieved and this helped pupils to understand what was expected of them. Four different activities were provided and pupils spent an appropriate amount of time on each one. The pace of

learning was good because the teachers told the pupils how much time they had left before they had to move on to the next activity. Pupils' confidence grew and they made very good progress. By the end of the lessons, pupils could pin a paper template on felt and cut out, and use, a simple sewing technique. They understood how to use a template to make clothes for the puppets and explored finishing techniques. The very good support given by the teachers and support staff also ensured that by the end of the session, pupils were using terms such as 'template' and 'overstitch' accurately and confidently. A few pupils in this year group who are learning English as an additional language made good progress due to the effective support provided by the teacher and support staff. Overall, the quality of teaching and learning in Years 1 and 2 is good and sometimes very good.

- 118 Standards for eleven year olds are below average. Overall, although currently making satisfactory progress, older pupils have not benefited from the current consistent approach to the teaching of design and technology throughout their time in school. For example, planning to ensure the systematic development of designing and making skills has been unsatisfactory in the past. Only one lesson was observed in the junior part of the school and this was with Year 6 pupils. A scrutiny of pupils' work, discussion with pupils and observations of lessons show that designing and making activities have taken place but it is only since the school has begun to adopt a nationally recommended scheme of work that a full curriculum has been guaranteed. Consequently, although most pupils in Years 3 to 6 make satisfactory progress, the older pupils are often working at a lower level than that expected for pupils of their age nationally.
- 119 Teaching in the lesson observed was satisfactory overall as pupils gained in knowledge and understanding when using new equipment at the beginning of a topic on robotics. The topic and planning for the lesson was appropriate because pupils were encouraged to discover what could be achieved and to develop their ideas before designing and making moving toys, using light and touch sensors. However, the teacher seemed to lack confidence and the pace of learning was sometimes directed more by the pupils than by the teacher. Despite this, pupils worked co-operatively to build the vehicles. Lower attaining pupils and those with special educational needs did well due to the good additional support provided. Here, the learning support assistant helped pupils to understand instructions and raised their confidence by praising them when they had completed each part of the task. Although pupils were enthusiastic and keen to use the equipment, some did not concentrate that well and had to be reminded by the teacher to keep working. The teacher's organisation and method of teaching also slowed the pace of learning, so it did not move above a satisfactory level.
- 120 Overall, there was a limited amount of work available from the older pupils but that seen indicated that they understood the designing and making process. However, teacher expectations of raising standards seemed low in some cases as pupils designs were not labelled and even higher-attainers did not give simple measurements, for example in Year 5. In other respects, the teachers' expectations were high and these were reflected in the presentation of pupils' work, which was often good.
- 121 Discussions with pupils in Years 2 and 6 indicate that they have a clear understanding of the designing and making process and are learning to evaluate their work and the work of others, although with the older pupils standards in evaluation are lower than in designing and making. Pupils in Year 6 were aware of health and safety issues. They did, however, lack knowledge of their own learning and were not clear about how they

could achieve more. They could not remember any work they had done in food technology but other evidence indicated that pupils in Year 3 had made pizzas and learnt about different types of bread.

- 122 Although individual teachers use design and technology to further the pupils' literacy and numeracy skills, this has not always been planned in a systematic way across the school. Staff are, however, developing pupils' literacy skills as part of the EAZ initiative, with a current focus specifically on language development in design and technology.
- 123 Teachers and support staff have good relationships with the pupils and manage them well. They encourage pupils to work together and this results in pupils sharing resources. This reflects the school's good provision for moral and social development. The younger pupils' behaviour is good and sometimes very good because they are interested in their tasks and want to complete the work. Support for pupils with special educational needs was good in the lessons observed. All pupils were encouraged to participate and no differences were noted in the attainment and progress of girls and boys.
- 124 The co-ordinator has worked well to ensure that an appropriate curriculum is in place and that pupils are being taught the subject regularly. She monitors this by looking at teachers' plans but has no non-contact time to focus on the raising of standards in the subject. She has maintained teaching and learning in the subject well, during a period when priorities have been in other subject areas. She is aware of what needs to be done further to improve the provision in design and technology. For example, the need for a more consistent whole school approach to assessing pupils' attainment and progress and to develop further the use of information and communication technology in the subject. Although she has prioritised the spending of the budget appropriately, the level of resourcing is below that usually found in similar schools. No comments were made about design and technology in the previous report so no comparisons can be made.

GEOGRAPHY

- 125 Five lessons of geography were observed during the week of the inspection but because of the nature of the timetable all these were in the junior section of the school. Inspection findings are based on the work seen in pupils' books, displays, samples of past work kept by the school, as well as interviews with teachers and pupils and the lessons. No comparisons can be made with the last inspection, as geography was not mentioned in the report.
- 126 The standards achieved by the pupils in geography at age eleven are what are nationally expected. The standards for seven year olds are below what is expected for their age. This is due to the lack of the coverage of the curriculum for this age group and time allocated for the teaching of the subject. This judgement is based on the almost complete lack of previous work seen in books and from interviews with pupils. Pupils with special educational needs and those with English as an additional language make similar progress to their peers.
- 127 In Year 6, the pupils are studying Rivers. They have knowledge of how to use maps and diagrams. Currently they are finding out about the effects that a river has on the landscape with regard to erosion and deposition. This has been linked with the Thames in London and the Amazon in Brazil, where the climate, vegetation and people have also been studied. Year 6 pupils have a sound geographical knowledge

of the UK, the continents, and other parts of the world, the local area, and how to use maps, atlases and globes.

- 128 There are planned opportunities for the links between geography and numeracy with map work, science with climates and temperature, literacy with talking and the presentation of work, and information and communication technology with the use of the interactive whiteboard and videos. The pattern of topics to be studied ensures continuity and progression of the skills and knowledge to be taught, but this only occurs in the upper part of the school.
- 129 Of the lessons observed, one was very good, three good and one satisfactory. In the best lesson, the teacher had high expectations of pupil behaviour and standards of work, used the correct technical language and, through very good direct teaching, enabled the pupils to have a very clear idea of the processes and decisions that are made for the sites for settlements.
- 130 There is now a need for more formal assessment procedures to be introduced into the subject and time to be allocated for the co-ordinator to monitor the teaching and standards of geography throughout the school. A review of the time allocated to the teaching of geography in the lower part of the school needs to be completed. The role of the co-ordinator is more one of checking what has happened rather than leading developments to improve standards.
- 131 The pupils enjoy their geography and work well together. The subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development, and their knowledge of the world and its peoples.
- 132 There is a poor range of resources in the school. There is a need for more maps, wall-charts, wall maps and modern texts. The work is well planned, with the school using a professional scheme.

HISTORY

- 133 The standards attained by pupils at the end of Year 2 and Year 6 are below those expected nationally for pupils of these ages. However, in Year 2 almost three-quarters of the pupils work at a level expected for their age because of the well-planned and imaginative teaching in Years 1 and 2. The overall standards are below average overall by Year 2 because of the high number of pupils with special educational needs and the significant number of regular absentees. In Years 3 to 6, although these reasons still apply, standards are below average primarily because of the insufficient guidance to teachers on how to build pupils' learning over time.
- 134 Pupils achieve satisfactorily in Years 1 and 2 and unsatisfactorily in Years 3 to 6. Pupils with special educational needs achieve in a similar pattern. Pupils for whom English is an additional language also achieve satisfactorily in Years 1 and 2 but unsatisfactorily in Years 3 to 6. The pupils from a traveller background have been in the school for too short a time for the school to make an impact. Pupils from African and Afro-Caribbean heritage make similar progress to the majority of the pupils, as do pupils from an Asian background.
- 135 In Year 1, pupils begin to distinguish between things that are old and new. They select toys from a range prepared by the teacher, and begin to develop their language skills by describing the appearance of the toys. In this way, they begin to extend their language in the subject. This language development is extended in Year 2 when

pupils role play an interview with Samuel Pepys, in order to gain an understanding of an eye witness to the Great Fire of London. Pupils in Year 2 are able to arrange the events of the 'Great Fire of London' in a sequence and to understand some of the limitations of personal historical accounts. Pupils begin to use their writing skills to develop their own narratives and to write first-person accounts, in the style of a diary.

- 136 The development of pupils' learning is not so well matched to the pupils' needs in Years 3 to 6. In Year 4, pupils begin to recognise some features of the Second World War. They gather information on the cause, being the invasion of Poland by Germany. They then know about some of the experiences of the London Blitz. They know the difference between an Anderson and a Morrison Shelter and recognise the materials needed to build a shelter to withstand a bomb blast. In Year 6, pupils study the Aztec civilisation and complete a local historical study. In doing this they make comparisons between maps from different historical periods. All pupils' learning is well supported by visits. In Year 1, a visit is made to a toy museum and, in Year 4, pupils visit a Tudor House. Pupils make good use of their literacy skills in Year 4 in writing newspaper accounts of events in the London Blitz.
- 137 In Years 1 and 2 teaching is good. Elsewhere it is satisfactory although the planning, which teachers are required to follow, is insufficient to build upon pupils' skills in chronology, and the interpretation of historical evidence. Planned opportunities for pupils to develop their research skills through selective reading are ineffective. The knowledge and understanding required of pupils, in the planning, does not consider their ages. Consequently, potentially complicated topics such as the 'Second World War' are encountered by younger pupils, while topics where there are more opportunities for more visual and simpler presentations are provided for older pupils. The resources available to support the teaching are old and are insufficient to reflect the reading ranges of all pupils. However, some extra resources are acquired from the local advisory centre and these artefacts are used effectively, for example as a display to support teaching and learning in Year 4. Teachers are given insufficient guidance about the standards pupils are expected to achieve and, consequently, all pupils in a year group are required to do similar activities; the result often being that higher attaining pupils complete their work whilst lower attaining pupils do not.
- 138 The contribution the subject makes to the spiritual, moral, social and cultural provision of the pupils is satisfactory. Pupils explore the lives of Black achievers in their work during 'Black History' month. Their relationships in lessons observed were positive and supportive. Pupils relate well to both their teachers and to each other, and this helps to create a good atmosphere for their learning.
- 139 The leadership and management of the subject are unsatisfactory. The co-ordinator is given too little responsibility for standards. Consequently, the monitoring of teachers' planning is ineffective to ensure high standards of attainment. A nationally produced scheme of work is used to guide teaching but this has not been adapted effectively to meet the learning needs of all pupils. Resources are insufficient and poorly organised. The book stock is dated and many of the resources are worksheets, which do little to stimulate pupils to extend their reading. The Internet is used to gather information but its use is not sufficiently planned to ensure that pupils build systematically upon their information and communication technology skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 140 Pupils by the age of seven and eleven attain standards of attainment work just above those expected nationally. They use computers with confidence and skill, enhancing their learning in many curriculum areas.
- 141 In Year 1, pupils make good progress as they develop their word processing skills, type their name and select font and type size. Pupils understand that computers can be used to create fantasy scenes. They are able to change a fantasy scene and they can name parts of the computer, for example 'mouse', 'screen' and 'key board'.
- 142 By Year 2, pupils progress to spacing and positioning, using greater mouse and cursor control. They know and can name various keys, for example 'shift', 'back-space' and the full stop key. In one very good lesson observed, pupils learnt to apply this knowledge to a piece of writing, inserting capital letters and full stops. All pupils, including those with special educational needs and those with English as an additional language, make very good progress in writing sentences to describe a picture. Many pupils are able to save and to print their work. Their literacy skills are enhanced and developed through their computer lessons. Pupils in Year 2 achieve good standards, gaining in confidence, enthusiasm, skills and knowledge.
- 143 Pupils in Year 3 can select their own font and size in order to present their work in a creative manner and to refine and adapt it. By Year 4, pupils can edit a passage, deleting and inserting words. They can cut and paste in order to move the text and manipulate the mouse to use the tool bar with increasing accuracy. A very good lesson was observed in Year 6 as pupils learnt how to design an information page, creating a text box and sizing it appropriately. They can select a web page to gather information and retrieve pictures whilst becoming familiar with copyright rules. All pupils, including those with special educational needs, work enthusiastically, making very good progress.
- 144 The teaching of information and communication technology is good throughout the school. This is an improvement since the last inspection and is due in part to the training offered to class teachers and assistants and to the enthusiastic assistance offered by the co-ordinator. Lesson plans are clear and teachers teach pupils to use computers in subjects across the curriculum, especially in mathematics and English. Teachers ask relevant questions to clarify pupil's thinking and to extend their knowledge. The trained assistants provide good additional support and enhance the learning of pupils of all abilities, but especially those with special educational needs and English as an additional language.
- 145 The quality of learning across both key stages is good. Pupils respond enthusiastically to the subject. They are able to use electronic-mail and this, together with the use of the Internet, extends their learning experiences. Many pupils use computers and the digital camera with imagination. Some very good photographic work of a swarm of bees taken by a Year 6 pupil was displayed artistically. A group of Year 6 pupils using the digital camera and a computer set up plastic figures to illustrate a moving fight scene from Shakespeare's 'Romeo and Juliet'.
- 146 The policy and scheme of work provide staff with a structured curriculum. Whole class and individual assessment takes place each half term. The co-ordinator offers staff his expertise in the planning and teaching of the curriculum and how information and communication technology should be used in other subjects. Resources are good and well used. There is a 'web' club after school for all interested pupils in Years 3 to 6 who wish to design their own web page.

MUSIC

- 147 The standards of music are satisfactory at the end of Years 2. However, due to timetabling constraints, no lessons were observed in Year 6 so no overall judgement can be made on the attainment of the oldest pupils. The standards of singing are good in the infants and pupils participate enthusiastically.
- 148 Pupils in Year 1 and 2 learn to develop their listening skills as they sing and play to each other. They learn to identify the pitch of notes and to recognise high and low sounds. In one satisfactory lesson seen, pupils attempted to accompany themselves with the use of percussion instruments, making satisfactory progress. Pupils in the infants thoroughly enjoy singing together. One very good singing lesson was observed in Year 2. The pupils developed the idea of describing sounds and movements through their voice as they altered pitch, speed and volume when performing a chant. The teacher introduced the tonic solfa, emphasising high and low sounds. The pupils learned some musical vocabulary such as dynamics, pitch, pulse and volume through clapping, listening and moving to music. The class sang together the song 'Michael Finnegan', with great enthusiasm and vigour. The intonation was tuneful and very good progress was made in interpreting the mood and style of the song. Pupils in this class make very good progress in musical skills as they learn to compose and play simple phrases to accompany a story.
- 149 The good standards of singing are consolidated in Years 3 and 4. Year 3 pupils sang 'The bare necessities of life' paying particular attention to phrasing and expression. They learn to clap rhythmic patterns accurately. Pupils with special educational needs make good progress with the help of the teaching assistant. In Year 4, pupils achieve a satisfactory standard of composition as they practise improvising sound patterns. The timetabling restrictions prevented any observation of work at the end of the juniors.
- 150 The quality of teaching seen in the infants was good and it was satisfactory in the juniors. The lessons are well planned in accordance with the scheme of work and the planning matches the abilities and knowledge of the pupils. Resources are stored and displayed well and contribute well to the learning across the school. Teachers ensure that the correct musical vocabulary is used to describe musical skills and knowledge. Expectations of behaviour and pace of work are high in the infants and consequently, the pupils make very good progress. Pupils of all abilities, including those with special educational needs and English as an additional language respond to music with enthusiasm and enjoyment. They make satisfactory progress. Across the school, music contributes well to the development of pupil's spiritual, moral, social and cultural development.
- 151 The co-ordinator has many plans to increase music facilities in the school, such as more visits from experts and musical groups that provide pupils with opportunities to listen to 'live' music. Class teachers' knowledge of the subject and in-service training are helping to promote musicality and attainment across the school. The school has good information and communication technology facilities that are not yet used fully for the development of composition in the juniors but there are plans to do so in the near future. There are opportunities annually for pupils to take part in performances in and out of school, so enriching their enjoyment of the subject. Monitoring of the subject takes place through planning rather than through lesson observation. More rigorous assessment and monitoring of teaching would help to raise the standards further, particularly by the end of Year 6.

PHYSICAL EDUCATION

- 152 The standards of achievement seen in physical education were in line with what is expected for pupils nationally in the lessons observed. However, due to timetabling restraints, no physical education lessons were seen in Year 6 so no clear judgement can be made for this year group. No comparisons can be made with the last inspection, as physical education was not mentioned in the report.
- 153 The pupils experience the full National Curriculum programmes of study. In gymnastics, dance, movement and games lessons, all pupils make at least satisfactory progress in the development of their skills. They are taught to improve their skills, and work collaboratively throughout the school. Swimming is part of the curriculum for the upper part of the school; they make good progress and enjoy the sessions. The school reports that over 90 per cent of the pupils achieve the national target of being able to swim 25 metres by age eleven.
- 154 In all lessons observed, pupils are encouraged to warm up, and are aware of the importance of exercise and safety. They are not always taught to cool down correctly at the end of a period of exercise. Not all of the teachers provide good role models by changing for the lessons, but most of the pupils change into suitable clothing.
- 155 In Year 2, the pupils are learning to perform different moves whilst running and jumping. They move around the hall with increasing control and poise and are starting to successfully join the individual movements.
- 156 The pupils in Year 6 are very enthusiastic in their swimming sessions and are, consequently, making good progress; they are also being taught the importance of water safety. Because of the timetable no movement or games lessons were seen in Year 6. All pupils are aware of the need for safety in physical education and are learning to improve their performance by evaluation, discussion and practise.
- 157 The quality of teaching is satisfactory overall. The teachers successfully encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. Where the teaching was good the pupils were active for a majority of the time, the teachers gave good demonstrations and the pupils made good progress in the skills that were the objective of the lesson. All pupils enjoy physical education and their response is good. The unsatisfactory lesson occurred when the pupils were not involved in the activities enough and became bored and restless. This was due to poor classroom, pupil and resource management, and the consequent inappropriate choice of activity.
- 158 The lessons are generally well planned and gradually develop the skill or sequence that is the lesson objective. Teachers have good subject knowledge, give clear instructions, which emphasise how improvements can be made and give encouraging and appropriate praise. The teachers follow a professional scheme in the subject and use it well.
- 159 The school has a good range of modern resources and equipment that is well used. The school holds an annual competitive sports day that is thoroughly enjoyed by all. The provision for extra-curricular activities is good. There is a range of after-school sports activities and there are plans to have teams playing competitive matches.
- 160 There is now a need for time to be allocated for the co-ordinator to monitor the teaching and standards throughout the school and not just the planning. The subject

is led by a new, keen and enthusiastic co-ordinator who now needs to be given a more directive role in shaping the progression of the curriculum and the teaching.

RELIGIOUS EDUCATION

- 161 The standards of attainment of pupils in religious education are in line with those expected of pupils of a similar age at the end Year 2 and Year 6, as matched against the requirements of the locally Agreed Syllabus for pupils in Croydon. Pupils learn about a range of world religions and this helps them to be reflective and understand the views of others. They learn effectively from religion, and this helps to foster the good relationships, which exist in the school. The teaching and learning in this subject are linked closely with the personal, health and social education programme, circle time and assemblies. Because of this, the subject makes a major contribution to the development of spiritual, moral, social, and cultural education of the pupils.
- 162 Pupils achieve satisfactorily in lessons. Pupils with special educational needs make satisfactory progress. Pupils with English as an additional language, including refugees, also make satisfactory progress, because of the opportunities in lessons to develop their spoken language. Pupils with a traveller background are beginning to make satisfactory progress, although most are new to the school.
- 163 In Year 1, pupils begin to understand the significance of harvest festival in Christian belief, as an opportunity for saying "thank you". They use their literacy skills in writing a letter thanking God for the harvest. In Year 1, pupils consider the narratives in the Bible stories of 'Noah and the Ark'. In Year 3, pupils compare daily life to church life. Pupils use their knowledge gained from a visit to a local church, where the vicar explained the significance of his dress and of food and water in the communion and baptism services. In Year 4, pupils use the Internet to collect information about Islam and the 'Five Pillars of Belief'. They consider tenets of Muslim belief and use them to reflect upon their own three or four main beliefs. In Year 5, pupils consider the Bible story of 'Moses' and follow the narrative of how he led his people from Egypt. From this, they reflect upon the qualities of leadership. They further develop this by considering the qualities they would look for in a person chosen to lead them, using the election for a school councillor as an example. In Year 6, pupils understand that the Bible was written in languages other than English. They compare the scripted languages in which the Bible was written. Using the first verses of Genesis, they compare the English version with the Hebrew. They compare the original Hebrew script of the Old Testament with the Greek script of the New Testament. Teachers' planning ensures that the major world religions are taught, as required by the Agreed Syllabus.
- 164 The quality of teaching and learning is satisfactory. Teachers have high expectations of their pupils and this is reflected in the good relationships and motivation displayed by the pupils. Teachers use their good subject knowledge to gain the interest of the pupils, as in a Year 6 lesson where pupils were fascinated by the differences between Hebrew, Greek and English scripts. Pupils are given good opportunities to speak, describe, and discuss their ideas, both with the teachers and between themselves, as in the Year 5 lesson when pupils explored the qualities of leadership. During presentations made by pupils, others are quiet and supportive to the speakers. In a Year 1 class, work set for the pupils is set to match their ability with language and so those who are to write record their thoughts while others do so by other means. This difference in the expected outcomes of pupils' work is not so well defined in other years. Consequently, pupils with well-developed literacy and thinking skills are not sufficiently challenged.

165 The leadership and management of the subject are satisfactory overall although the co-ordinator is not encouraged to have sufficient responsibility for raising and maintaining standards. Clearer expectations here would improve the leadership of the subject. Teachers' planning is monitored but insufficient guidance is given about the standards pupils are expected to achieve. Thus, monitoring of teaching is not used effectively to raise standards of pupils' attainment. However, the curriculum is less than one year old and monitoring is at an early stage. Resources are accessible and well used but are insufficient for the effective teaching of the subject. There are too few printed texts for the pupils to use in order to develop their reading skills when gathering information. The use of information and communication technology is not planned effectively in religious education, although teachers do seize some opportunities to use it to enhance pupils' learning. Satisfactory use is made of visits to local places of worship, and the number of visits meets the requirements of the locally Agreed Syllabus.