

INSPECTION REPORT

SELSDON PRIMARY SCHOOL

South Croydon

LEA area: Croydon

Unique reference number: 101815

Headteacher: Dr Andrew Swatland

Reporting inspector: Brenda Spencer
20451

Dates of inspection: 14th –17th January 2003

Inspection number: 251216

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:	Foundation
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Addington Road South Croydon Surrey
Postcode:	CR2 8LQ
Telephone number:	(0208) 657 4038
Fax number:	(0208) 657 9334
Appropriate authority:	The governing body
Name of chair of governors:	Mr Dick Adamson
Date of previous inspection:	2 nd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20451	Brenda Spencer	Registered inspector	Foundation Stage Curriculum Music	How high are standards? How well are pupils taught? How well is the school led and managed?
8986	Philip Andrew	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?
21171	Sally Handford	Team inspector	English English as an additional language	How good are the curriculum and other opportunities offered to pupils?
31177	Martin Mangan	Team inspector	Information and communication technology Physical education Special educational needs	
30244	Roger Tapley	Team inspector	Science Religious education	
19817	Judith Dowsett	Team inspector	Mathematics Design and technology	
3574	Kanwaljit Singh	Team inspector	Art and design Geography History Equal opportunities	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
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WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12- 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18 - 19
PART C: SCHOOL DATA AND INDICATORS	20 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Selsdon is a very large primary school in Croydon for pupils aged three to 11 years. Most of the pupils have average socio-economic backgrounds and their attainment on entry to school is average. There are 626 attending full-time and 52 are part time; 315 are boys and 365 are girls. Forty-nine pupils left and 50 joined the school last year outside the normal times of transfer. About a fifth of pupils are from ethnic minorities, comprising a wide range of Black and Asian heritage. Eighty-one pupils come from homes where English is an additional language, of whom 12 are at an early stage of learning the language. Between them, the pupils speak a total of 23 languages, the most commonly spoken being English, Urdu, Gujarati, French, Turkish and Tamil. Two per cent have statements of special educational needs. The percentage of pupils certified as having special educational needs including statements is 17.5 per cent, which is broadly in line with the national average. Special educational needs are predominantly related to speech and communication difficulties but also include some with physical difficulties and others with sensory impairment. Eleven per cent are eligible for free school meals. This is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Selsdon Primary is a good and rapidly improving school. Pupils achieve well. There is a very strong culture of school improvement. The school strives to ensure that all groups of pupils achieve well. Standards above average are reached in many subjects. Leadership and management are very good overall and teaching is good, with very good features. Costs are average. The school gives good value for money.

What the school does well

- School leadership is very successful in achieving rapid improvement where it targets its efforts.
- Excellent relationships create a very harmonious atmosphere.
- Teaching is good overall but excels in using questions to help pupils reflect and learn.
- Helps pupils develop spiritually, morally and socially very well and consequently they behave well and are enthusiastic.
- There are excellent procedures to support all staff in improving their professional skills.
- Achieves standards above average in English, science, information and communication technology, history and religious education across the infant and junior classes.

What could be improved

- Procedures for assessing pupils' attainment.
- Standards in gymnastics by the end of Year 6.
- The involvement of parents in reviewing and drawing up individual educational plans.
- The organisation of the science curriculum.
- Consistency in the quality of subject co-ordination.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. The recommendations have been met in most respects and much more has been achieved. Very good progress has been made in improving the school, particularly in the last year. Standards are now above average rather than below average in information and communication technology (ICT). ICT is applied well across the curriculum. Teachers' subject knowledge is no longer a general weakness of teaching but does need improving for gymnastics. Many

of the co-ordinators are new to their roles. Consequently, the work in developing their expertise and participation, particularly in keeping the quality of teaching and learning under review, still needs to be pursued.

Many other important improvements have been achieved. Leadership and management are very good. The organisation of learning for children in nursery and reception is much better. Analysis of data to ensure all groups of pupils are progressing well is detailed. Parents report pupils' behaviour is markedly improved in the last year. The proportion of very good and excellent teaching is much higher than before. Arrangements for the professional development of staff are excellent. Given the shared commitment to improving the school and the well-thought-out plan for school improvement, the school has a very good capacity to improve.

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
	2000	2001	2002	2002
English	C	C	B	B
mathematics	C	C	B	B
science	C	D	D	E

Key

well above average A

above average B

average C

below average D

well below average E

By the end of Year 2, pupils reached standards in the 2002 national tests above national average in reading, well above average in writing and similar to the average in mathematics. Their results were above average in writing and mathematics when compared to similar schools and similar to the average in reading. Based on teachers' assessment, standards were very high in science, being in the top five per cent of schools. By the end of Year 6, pupils reached standards above the national average in English and mathematics and below the average in science. Their results were above average in English and mathematics and well below average in science compared to similar schools. The trend in results over time has been for improving results in both groups in line with the national trend overall. There were particularly sharp gains made in writing in 2002 in Year 2 and mathematics in Year 6. The school sets itself challenging targets for test results at Year 6 and makes good progress in reaching these.

Standards seen were above the national average in English, science, information and communication technology, religious education and history by the end of Years 2 and 6, and in art and design by the end of Year 2. Standards were similar to the average in mathematics, design and technology, geography, physical education and music by the end of Years 2 and 6, and in art and design by the end of Year 6. Standards are below average in gymnastics. Pupils' investigational and experimental skills are developed well in science as a result of a recent emphasis in the curriculum. Pupils' enthusiasm for music is impressive and their skills in information and communication technology are applied well across many subjects. Most children in reception are on track to reach the goals for their learning. Boys in particular have benefited from a focus on non-fiction study in English. Pupils with special educational needs and those learning English as an additional language make good progress because of the good-quality support they receive. The curriculum is effectively adapted to support the range of different special educational needs. All pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well outside lessons and are courteous as they move around the school. Most behave well during lessons. There has been one exclusion in this academic year.
Personal development and relationships	Very good. Relationships are excellent. Racial harmony is strong. Pupils enjoy responsibility such as participating in the school council.
Attendance	Satisfactory, with recent improvements. Punctuality is unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Overall, teaching and learning are good, with very good features. The quality of teaching is good for English. It is good for mathematics in the juniors and satisfactory overall in infant classes. Pupils' skills in literacy and numeracy are developed well. Strengths include subject knowledge, quality of questioning, very effective use of resources and teaching methods, clarity of the purpose of lessons and good support of groups with pupils with different needs in lessons. These factors helped pupils make good progress and work with a good sense of purpose. In a few unsatisfactory lessons pupils did not make sufficient progress. This was a result of a lack of success in getting pupils to behave well, weak subject knowledge in physical education and a mismatch of work to pupils' abilities so that they were coasting or over-stretched.

Overall, the school meets the needs of all pupils well. Data on performance in tests is carefully analysed for different groups to identify if there is any underachievement. Support staff are used well to give pupils of all abilities and particular needs support or extension work in lessons. The good-quality teaching has resulted in the youngest children being self-reliant. Older pupils' skills in writing are strong, as is their understanding of and facility with number. The generally high expectations of behaviour mean that pupils usually concentrate very well and work hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Literacy, numeracy and computer technology are applied well across the subjects. The curriculum plan for science is unsatisfactory. Provision for children in nursery and reception is good.
Provision for pupils with special educational needs	Good. The new legal requirements are followed. Pupils' needs are identified and well met, however, parents and pupils need to be involved more in drawing up individual educational plans.
Provision for pupils with English as an additional language	Good. There are good strategies in place to support pupils with limited English. Additional staff in lessons ensure pupils can access the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils have many opportunities to reflect, develop a moral perspective and show consideration for others. Cultural development is good overall. It is strong for understanding Western and African culture but the curriculum provides little experience of Asian culture.
How well the school cares	Overall, pupils are looked after well and links with parents are good. Child

for its pupils	protection procedures are fully in place and health and safety procedures are very good. Assessment procedures are unsatisfactory because of a lack of consistent practice across subjects.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The senior management team is very effective. The headteacher, supported by the deputy, is successful in improving the school rapidly. Arrangements for staff development are excellent. Many co-ordinators are very new to their role and need further training.
How well the governors fulfil their responsibilities	Very good. Committees are well organised. Governors take responsibility for the performance of the school and have an evident commitment to improving the school still further.
The school's evaluation of its performance	Very good. The results of different groups of pupils are carefully analysed to maintain strengths and identify weaknesses. This analysis informs the school improvement plan well.
The strategic use of resources	Very good. The budget is allocated to current educational priorities. The school analyses its results, consults with parents and compares itself with other similar schools to ensure it is performing well. The accommodation is limited for physical education and the library. The quality and number of staff are good. Resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • How much their children like school. • High expectations of their children. • How well their children behave. 	<ul style="list-style-type: none"> • The amount of homework their children do. • The information they receive on their children's progress. • How well the school works with parents.

The inspection team agrees with the parents' positive views. The school is already doing well on most aspects the parents would like to see improved. The team considers, however, that parents could be better involved in the planning to meet the needs of their children with special educational needs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter school with personal and mathematical skills which are similar to the national average but many prefer to communicate only with others who are very familiar to them. Nursery children often play alongside each other in silence or conduct their own private commentary. By the end of reception, most children are on track to reach the national goals set out for their learning. They achieve well. Their knowledge of number is well developed and many achieve beyond the goals for this aspect of learning. The organisation of the reception unit successfully promotes very positive attitudes to learning and gives children many opportunities to be independent. The whole-class work at the beginning and end of sessions develops their communication and mathematical skills well. This is supported by carefully targeted small-group work for identified individuals. As a result, children of different abilities achieve well.
2. By the end of Year 2, pupils reached standards in the 2002 national tests above the national average in reading, well above average in writing and similar to the average in mathematics. Their results were above average in writing and mathematics when compared to similar schools and were similar to the average in reading. These results represent an improvement in reading and writing compared to the last inspection.
3. By the end of Year 6, pupils reached standards in the 2002 national tests above the national average in English and mathematics and below the average in science. Their results were above average in English and mathematics and well below average in science compared to similar schools. This represents an improvement in English and mathematics but a drop in standards in science compared to the last inspection, when test results in all three subjects were similar to the national average.
4. Pupils reach standards above average in all areas of English across the school. This success relates partly to the significant amount of time dedicated to the subject. English has also been a focus for school improvement in the last year. Detailed analysis of test results is undertaken to identify strengths and weaknesses in performance for different groups of pupils. Efforts are then targeted to address weaknesses and maintain strengths. Pupils have many opportunities for speaking and reflection. The school council benefits pupils in this respect. The discussions at the beginning and end of lessons also provide worthwhile occasions for pupils to develop their communication skills. Teaching often devotes valuable time to extending pupils' vocabulary. This is marked in music and mathematics. Enthusiasm and standards have been raised in reading and writing as a result of a greater focus on non-fiction texts. This has been particularly successful in raising the achievement of boys.
5. Standards in mathematics lessons and pupils' work are in line with the national average for Years 2 and 6. Performance data of Year 6 pupils indicates that this cohort has lower starting points than the pupils in Year 6 last year. However, they have made rapid progress since the end of Year 5. Pupils do particularly well at mental calculation because of emphasis given to this aspect of the curriculum. Pupils are enthusiastic about their mathematics lessons. The school identifies mixed ability teaching as instrumental in raising the self-esteem, particularly for lower-attaining pupils. Enrichment classes for higher-attainers and booster classes for those needing support are planned for later in the year. The school's monitoring of standards indicates that these are successful in lifting standards higher than they are presently.
6. Standards in science are above the national average in infant and junior classes. This represents a significant improvement on the test results for Year 6 in 2002. Since then much more emphasis has been placed on raising standards in investigation work. A significant part of the curriculum is approached through experiments and investigations. The time allocated to science is relatively low and the organisation of the curriculum for Years 3 to 6 is unsatisfactory. Much time in Year 6

has been spent identifying gaps in coverage and addressing these. In addition, some work is tackled too early, leaving pupils confused. This is unravelled in Year 6 but it is not a good use of time and prevents standards from being even higher. Whilst standards in Year 2 are above average, they could be better if the higher attainers were set more challenging work.

7. Standards achieved in personal, social and health education (PHSE), ICT, history and religious education are above average by the end of Year 2 and Year 6. They are also above average in art and design by the end of Year 2. They are broadly average for geography, music, most aspects of physical education and design and technology by the end of Year 2 and Year 6. Standards in art and design are average by the end of Year 6. Above-average standards in ICT reflect the investment made in resources and staff development. The teachers' subject knowledge is much improved on the last inspection. The planning for improvement has been very effective. Whilst standards overall are average in music, the pupils' enthusiasm for the subject is excellent. They work extremely hard, motivated by an inspirational subject specialist. Standards in PHSE reflect the very good co-ordination of the subject, the very good curriculum plan and the way the moral dimension of life is threaded through many of the pupils' experiences in school. Teachers' subject knowledge in history is strong. This is enhanced by visits and visitors which bring the subject alive. Pupils have practical experience of periods, for example enjoying a Roman Day and taking part in a Tudor residential trip. In Years 1 and 2, pupils are taught to look for evidence well by consulting primary and secondary sources. Pupils in infant classes have lots of opportunities to observe and consider the elements of art, which has a positive impact on standards. However, all pupils have few opportunities to undertake artwork in three dimensions. Standards in gymnastics are below average, primarily because of weakness in teachers' subject knowledge. Standards in games are broadly average because of the good-quality experiences pupils have in extra-curricular clubs rather than in lessons. Mapping skills are not taught regularly enough in geography and, consequently, pupils' skills are weak.
8. There is close monitoring and analysis of the standards that pupils achieve, particularly in national tests, so that the school can identify any groups in need of extra support. From this analysis the school has secure evidence to show that pupils with English as an additional language achieve standards similar to their classmates and a significant number achieve high standards. Teaching in lessons responds very well to pupils' contributions and adapts. However, this assessment within lessons is not consistently and formally drawn together in records. Consistent formal assessment would help the school identify where the learning could be extended to raise standards above the national average. Pupils with special educational needs make good progress as they move through the school and, by Year 6, many attain standards which are in line with or just below those of their peers. Overall, the different groups of pupils achieve well. This relates to the generally good teaching and the good quality of educational inclusion which is provided.

Pupils' attitudes, values and personal development

9. The pupils' enthusiastic attitudes to school, their good behaviour and the excellent personal relationships are a major strength of the school. These features underpin the progress and attainment of the pupils. This is a large school and the strength of the personal relationships between all members of the school community creates an environment which is cohesive, warm and friendly so that even the youngest child feels at ease. Since the previous inspection there has been an improvement in attitudes, personal relationships and behaviour.
10. Behaviour is good across the school. An analysis of the lessons observed shows that behaviour was good or better in four-fifths of the lessons and satisfactory in a fifth of lessons. There was no unsatisfactory behaviour. No inappropriate behaviour was seen, either in the playgrounds, the dining hall or about the school. The pupils went up and down stairs sensibly and when classes were moving about, doors were always held open as they were for visitors. There is no oppressive behaviour and in the playground there is a 'buddy' scheme to help pupils find friends for play. A parent during the inspection commented "the children behave well in the community" and that "the school has a good reputation in the community". Whilst there have been two temporary exclusions in the previous academic year, the behaviour observed during the inspection indicates

that extreme behaviour resulting in exclusion is far from the norm.

11. The pupils are happy to accept responsibility and undertake many tasks in the school community. For example, pupils from each class deliver crates of lunch boxes to the dining hall each day; this is no light task but involves organisation and effort. There is a school council whose members are elected from each class from Year 3 onwards which considers many aspects of school life and puts forward sensible suggestions for improvement, for example, in the playgrounds. This helps pupils understand the basics of citizenship and to feel valued members of the school community.
12. An outstanding feature of the school is the relationships between all the pupils and between the pupils and the adults. Constant referral is made to the 'Seven Golden Rules' which emphasise the importance of consideration to one another. This happens both to point out where pupils have shown high levels of thoughtfulness and when they are asked to reflect upon times when they have strayed from the expectations. 'Look after each other and everything in school', underpins everyone's actions and consequently relationships are very harmonious. Many instances were noted of pupils helping each other, of the thoughtful way in which they helped the physically disabled and of the way they co-operated in lessons. Two comments made by pupils illustrate their attitude to each other, firstly "respect other people's opinions" and secondly, "if we weren't different it would be boring".
13. Attendance, currently at 94 per cent, and unauthorised absence, at 0.36 per cent, are satisfactory. The levels of attendance have fallen each year since the last report; however, current evidence shows that this decline has been stopped and that attendance is improving. The increasing number of pupils being withdrawn for holidays is a factor in the fall of the level of attendance. The school, ably assisted by the educational welfare officer, is making sustained efforts to improve attendance. The incidence of late arrival, at some 2 per cent, is high and here again the school and the educational welfare officer are working to improve punctuality. Registration is carried out promptly and efficiently at the start of each session.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is good and has improved since the last inspection. The proportion of very good and excellent lessons has increased. Just over one third of lessons was very good or excellent. Two-thirds were at least good. However, approximately one in 20 were unsatisfactory. Many of the strengths identified in teaching reflect the focus of improvements sought through staff training over the last academic year.
15. The following characteristics were found in effective teaching across the school:
 - Effective questioning which prompted pupils to think deeply and to demonstrate their understanding;
 - Very clear explanation of the aims of the lesson and a review of these at the end so that pupils had a clear sense of purpose and a good understanding of their own learning;
 - Very good use of resources and teaching methods to give pupils practical experience and to bring lessons to life;
 - Good support given to different groups of pupils in lessons so that all pupils made good progress and achieved well;
 - Good subject knowledge which enabled teaching to respond well to pupils' contributions in lessons and to set high expectations; and
 - Good encouragement of pupils to behave well so that progress was good in lessons and pupils were able to concentrate well.
16. Across subjects and throughout the year groups, questions are used well. Whilst formal procedures for assessing attainment in subjects need improvement, during lessons, teaching explores pupils' understanding very well. During lessons, questions encourage pupils to reflect and think at a deep level, for example, on the conditions of people in the Victorian era, or in the

nursery about which stones might sink. Teaching is very good at employing questions which require extended answers rather than one word. For example, in art and design, pupils were asked to think about designs created from natural objects, to look at them from different angles and consider why they liked them.

17. There is a consistency across the school about making clear to pupils the intentions for their learning. At the beginning of adult-led, whole-class lessons in reception, children are told what they will be doing before they begin and that this will be revisited at the end of the session. This is very effective and children in the second session show they have made progress. The main intention of lessons is often written on a whiteboard and revisited during and at the end of the lesson. This gives pupils a strong sense of purpose and a good understanding of what each lesson has contributed to their learning.
18. Resources to be used in lessons are well organised. In nursery and reception classes, the outside and inside environments are set out very well to help children make independent choices of their activities across the range of areas of learning. In other classes, resources are employed very well to inspire or promote pupils' understanding of new learning. In English, texts are chosen very well to prompt discussions or tackle specific skills such as learning a match of sound and letters. Sometimes this is heightened by using a puppet to carry out a commentary or to make errors. In mathematics, a large floor grid was employed, with pupils taking up position. This had a very good effect on their understanding of co-ordinates. Good use of photos helped pupils understand how they have changed since babyhood. In history, secondary sources such as books are used well by Year 6 for research purposes whilst the visit to Hook Court gave pupils a practical understanding of Tudor life. Sometimes the pupils themselves become an effective resource for learning, for example, by acting out episodes in the Old Testament to aid understanding in religious education.
19. Generally, pupils' behaviour is managed well. Adults often make reference to the golden rules for behaviour when expectations are discussed or lapses occur. Consequently, pupils understand how and why they should behave well. Parents and staff comment on the positive impact this approach has had in the last year. Effective teaching swiftly intervenes to set out expectations so that the momentum in learning is not lost. It is noticeable that praise of good behaviour has an infectious effect on other pupils.
20. Where teachers' subject knowledge is strong, this is associated with good progress and achievement. Since the last inspection, in-service training focused on information and communication technology has had a positive effect. Computers and programs are used confidently to support learning in many subjects and standards have risen substantially. Pupils benefit from the excellent subject knowledge of the specialist music teacher who is able to respond instantly to the pupils' contributions. For example, one pupil did not know the term 'ostinato' for a repeated rhythmic pattern. The teacher immediately broke into a song with a familiar tune, which the pupils gradually joined in chorus. By the end everyone in the room knew exactly what an ostinato pattern was.
21. Overall, teaching and learning are good in English, science, history and art and design, in junior classes for mathematics and in reception. They are satisfactory in geography, physical education, design and technology, in mathematics in infant classes and in the nursery. Teaching and learning of music and religious education are very good.
22. Teachers, assisted by a large number of able support staff, provide well for the needs of pupils with special educational needs (SEN) in the classrooms. They work well in partnership to promote good learning in lessons. Support staff often work with a small group, are in constant dialogue with pupils to check their learning and effectively assist pupils to access the same curriculum as their peers. Support staff keep careful records of observations and these are later shared with class teachers to inform future planning. Many pupils on the SEN register also receive additional support in small-group withdrawal lessons, which are usually led by the school's special needs co-ordinator. The provision within and outside the classroom is generally good, being carefully targeted to address the wide range of learning needs that exists within the

school.

23. Teachers and teaching assistants have received training on how to meet the needs of pupils with English as an additional language and the best ways of supporting them. However, as the majority of pupils with English as an additional language have good fluency, they can be found within the different ability groups in the class and receive support relevant to their needs. Pupils are particularly supported by the positive relationships in the classes, so that pupils with English as an additional language and those from minority ethnic backgrounds are confident and have a positive self-image.
24. In the small number of unsatisfactory lessons which occurred in both infant and junior classes, the following weaknesses were evident:
 - Ineffective management of pupils' behaviour so the pace of the lesson slowed and progress in learning was insufficient;
 - Inappropriate match of the work to pupils' attainment so that demands on them were too great or too little; and
 - Weak subject knowledge in physical education which limited the pupils' learning.
25. In a few lessons, pupils were allowed to call out and interrupt proceedings. Very occasionally, they did not settle well. Where teaching did not address this quickly enough and set clear expectations for behaviour, the pace of the lesson slowed. Sometimes ineffective strategies were employed such as continually asking pupils to 'shh'. Where the emphasis was on pointing out unwanted behaviour rather than encouraging good examples, pupils became less positive in their attitudes to the lesson.
26. Inappropriate match of work to pupils' prior attainment contributed to too little being learned in lessons. In science in Year 4, pupils were faced with work on forces which was too complex for their previous experience and they became confused. In a physical education lesson in Year 1, too much of the work was a repeat of previous learning and consequently pupils made too little progress.
27. Teachers' subject knowledge of gymnastics is unsatisfactory. As a consequence, safe organisation of the equipment used in lessons needs improvement. Possible teaching points in response to the pupils' work in lessons are missed and they do not progress or achieve well. These lessons may be structured well and conducted at a good pace but the content does not allow pupils to learn as much as they should.
28. Other weaknesses in otherwise satisfactory lessons included:
 - Over-long introductions which resulted in pupils becoming restless; and
 - Missed opportunities to engage pupils in discussion to explore their understanding and to develop their language for thinking.
29. Planning for the nursery curriculum sometimes includes the vocabulary which can be introduced and the questions which may encourage the children to think and talk at length. When staff play alongside the children, engaging in conversation and extending what they are doing, this is very beneficial. However, opportunities are sometimes missed so that children's communication skills are not developed sufficiently. Sometimes groups for story time and other discussions are too large and consequently some pupils do not contribute and gain enough from the activity. This particularly affected pupils with special educational needs and those who were shy.

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

30. The quality and range of learning opportunities provided for pupils throughout the school are good, and better than found in the previous inspection. Statutory requirements are met. The curriculum

is good in the reception classes and nursery and children are well prepared for their next stage of learning. It is broad and relevant throughout the school, with very good provision for pupils' personal, social and health education. It meets the requirements of the locally agreed syllabus for religious education. The provision for information and communication technology is now good, with teachers confident to teach the subject. The contribution of a music specialist to the teaching of music provides pupils with very good-quality opportunities for music. An appropriate amount of time is provided for the teaching of English and mathematics, with the curriculum based very closely on an analysis of results so that areas for improvement are given good emphasis. There is an imbalance in the amount of time allocated for the teaching of science, so that much less time is given to this subject than for English and mathematics. This has had an impact on the standards achieved by pupils in the past. In addition, aspects of the science curriculum are not covered by pupils in appropriate year groups. The provision of gymnastics is unsatisfactory.

31. The National Literacy and Numeracy Strategies have been introduced well, and teachers have had opportunities to update their knowledge. There are also good opportunities to promote literacy, numeracy and information and communication technology skills in other subjects. For example, in a history topic about the Romans, pupils painted and drew pictures of key figures and used good descriptive language to write accounts of them. There are some very good examples of pupils using word-processing skills to present their work in an interesting and imaginative way, importing images from the programs and from the Internet.
32. There is a wide range of clubs for pupils to develop their health and fitness through sports and gymnastics activities, as well as specialist coaching in football and dance. Musical interests are very well provided for, with choir and orchestra clubs, as well as the opportunity to learn a wide range of musical instruments taught by visiting instrumental specialists. Additionally, there are clubs catering for art, chess and French, as well as study support through booster classes in English and mathematics. Clubs are popular with the pupils and the attendance figures show that a large percentage of pupils participate.
33. The curriculum for pupils with special educational needs is good. No pupils are disapplied from the national curriculum. The curriculum, premises and resources are adapted well to meet pupils' varying needs. For example, there are extended swimming opportunities for physically disabled pupils, large computer keyboards for the visually impaired, specially adapted computer and music trolleys to improve disabled access, stress balls for pupils with emotional and behavioural needs and a wide range of learning aids for pupils with specific learning difficulties. Pupils are often given good support by learning support staff in lessons or simplified worksheets where this is necessary.
34. There are good procedures to support the very small number of pupils with English as an additional language who are in the early stages of acquiring the language. The school takes advantage of the local authority Ethnic Minority Achievement Support Service for advice and assessment of any newly arrived pupils, so that appropriate support can be provided. The very good analysis that the school makes of pupils' attainment in annual tests ensures there is thorough identification of any group of pupils which is underachieving, so that where this relates to ethnic background or pupils' competence and confidence in using English, targeted support can be given. As a consequence, all pupils achieve as well as their peers.
35. The school has education inclusion, race equality and equal opportunities policies that are implemented well. This shows good progress from the last inspection. The school has good procedures to provide equal opportunities for all its pupils. All test and assessment data is analysed to ensure that all boys and girls from different ethnic backgrounds and different abilities achieve well. Most importantly, the information gained is used to implement strategies to combat underachievement. Last year the school focused on improving boys' standards in writing, which were below the standards achieved by girls. The improved Year 6 pupils' results for boys in the Year 2002 indicate the school has been successful in this. Now there is no significant difference in the achievement of boys and girls and there is no underachievement in any of the groups.

36. Teachers plan work for three ability groups and teachers' assistants are used well to support pupils. The school has developed a policy for gifted and talented pupils and is in the process of identifying these pupils. The school has an enrichment programme for higher-attaining pupils in Years 1, 2, and 6. Fifty-five pupils receive additional support in literacy and numeracy. Higher-attaining Year 5 pupils attend the local secondary school to receive an appropriately challenging curriculum. Some pupils attend summer programmes in the local public schools.
37. All pupils are given equal opportunities to access the curriculum. After-school clubs, visits to educational places and residential trips are open to all pupils. However, in some classes, pupils miss lessons such as physical education and information and communication technology over a period of a term to attend music lessons. This deprives these pupils of a broad and balanced curriculum.
38. The school has recently reviewed many of the curriculum policies so that they reflect current practice and support consistency in teaching and learning. Since the last inspection the school has introduced a very comprehensive personal, social and health education programme. The sex education policy is being reviewed and the drug policy is being developed, with the intention of involving parents more in partnership with the school. Older pupils develop their awareness of issues through attending the Junior Citizen's Competition run by the local borough, and all pupils have sessions in the 'Life Bus', to learn about organisations and people who help them.
39. Links with the local community are very good, bringing a richness to the pupils' learning. The school takes advantage of the opportunities provided by local businesses to enhance children's learning. Young children are visiting the local garden centre to learn about plants and growth: Year 3 pupils develop their understanding of food technology through visiting local food outlets to make sandwiches and pizzas. Local expertise in information and communication technology provided older pupils with challenging opportunities to develop a multi-media presentation on road safety. There are good links with local Christian churches and church groups, although links with other faith groups are less strong. Business and cultural links have enabled teachers to develop their professional skills through business links and work placement schemes, so that they can use the knowledge gained for the benefit of the school.
40. Links with partner institutions are outstanding. These have a positive effect on developing teachers' professional skills. There are strong, established links with the main secondary school and co-operation between the two schools is very good. It eases the transition of pupils from primary to secondary and ensures continuity across the curriculum. There is very good liaison with local pre-school providers so that a dialogue can be established to share common expectations. The professional development of teachers is enhanced through visits to the local beacon school, as well as a teacher from that school working with teachers at Selsdon to enable good practice to be shared. Pupils with special educational needs have benefited from attending the specialist music facilities at a local special school. These visits have enabled Selsdon to purchase instruments which help physically disabled pupils to achieve well. The school has very good links with initial training institutions as well as with training colleges for nursery nurses. Such links contribute to the school's perception of itself as a 'learning community'.
41. The provision for spiritual development is very good and has improved since the previous inspection. The school has an ethos within which all pupils can develop and grow with an understanding of each other, respecting each person and enjoying diversity. This is well illustrated by the theme of one of the assemblies seen of 'Valuing Differences'. Many examples were seen in lessons of pupils being given the opportunity to understand human feelings. The pupils have a strong sense of compassion for others, as is shown by their organising the collection of £1700 for 'Children in Need'.
42. The provision for moral development is very good and has improved since the previous inspection. The school promotes a clear moral code for behaviour through the Golden Rules. These rules are understood by all. Pupils are very much encouraged to take responsibility for their own actions and to reflect on how these actions may affect others. In an assembly led by a group of young people from an evangelical church, a simple demonstration, in which pupils took part, showed the

impossibility of retracting hurtful comments. The school reinforces moral virtue very well through assemblies, acts of worship, circle time and class discussions.

43. The provision for social development is very good and has improved since the previous inspection. The school has identified in its school aims the key values and principles on which the life of the school community is based. This sense of community, with its inclusive values, racial and religious understanding, encourages pupils to understand and respect difference and similarities. Pupils are encouraged to be considerate, thoughtful and helpful and in many lessons, these attitudes were observed, especially during group working.
44. The provision for cultural development is good and has been maintained since the previous inspection. The pupils are given the opportunity to understand diverse cultural traditions. For example, the school took part in the Black History month. There are visits to galleries and museums and children take part in music and drama productions. The curriculum has a strong musical dimension which features European music, African music and dance but there is very limited exploration of Asian culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school looks after the pupils well and ensures their physical wellbeing in a supportive environment.
46. Procedures for child protection are fully in place. There is a named member of staff responsible for their implementation. All the staff are fully aware of the procedures and all have received appropriate training. The staff are kept up to date with changes to procedures and current best practice. The school works closely with the outside agencies.
47. All routine health and safety checks have been carried out satisfactorily. Twenty pupils from across the school were asked about the procedures for evacuation in case of a fire or other emergency. All were fully conversant with the laid-down procedures. The school has a medical room which is staffed by a person trained in first aid for four hours in the middle of each day and at other times, trained staff are on hand. A detailed risk assessment has been carried out and is re-checked on a regular basis. Changes made to equipment in the playground have reduced the number of minor accidents.
48. The policies for monitoring and improving attendance are very good and their effective use is seen in the improving rate of attendance. The system for recording attendance electronically was introduced some 18 months ago and the school is now benefiting from the detailed information, readily available, on the large school roll. This allows effective targeting of pupils with poor attendance records.
49. The school has made good progress in recent months in implementing many of the new legal requirements which guide the provision for pupils with special educational needs (SEN). However, strategies to ensure early identification of young pupils with learning difficulties are in need of improvement. Once pupils are placed on the SEN register, careful records are kept of pupils' progress and Individual Education Plans (IEPs) are developed and reviewed termly. IEPs identify clear, achievable learning targets for pupils in addition to strategies to be adopted to assist their progress. Pupils generally achieve the targets identified on these plans. The six statemented pupils receive their full entitlement of support from the local authority and the school. There are regular meetings with outside agencies which support the school in developing appropriate plans for pupils. The procedure would be strengthened by increased involvement of pupils and parents when IEPs are developed.
50. The school can call upon the support of the local authority Ethnic Minority Achievement Support Service for advice and support. Any newly-arrived pupils are carefully assessed to establish what they know and their level of English. The school has very good systems in place for support should this be needed. Monitoring and analysis of standards have also shown that boys were

underachieving in writing. This includes boys of Black Caribbean and Black African backgrounds. The analysis has enabled the school to identify which areas of the curriculum and teaching to improve so as to raise standards for these groups. This is already having an impact, as the improved standards for writing demonstrate. One of the school development priorities is to celebrate and raise awareness of pupils' home language, and dual language books and tapes have been added to the library stock.

51. Overall, the procedures for assessment are unsatisfactory. This is a decline since the last inspection when they were judged to be good. Whilst the assessment policy has many good features, it has yet to be implemented fully and consistently across the school and in all subjects. In lessons, teachers respond in the most part very well to pupils' contributions, making adaptations in the lesson as required. This is a strength in effective teaching. The formal procedures for drawing their judgements together need improvement. This is needed to identify where pupils are in relation to national curriculum levels and to identify which strands of learning need focus to raise standards. Good systems are in place to assess pupils on entry to the school against set criteria. Using both statutory and voluntary national tests, pupils are assigned national curriculum levels at the end of each academic year in English and mathematics. This information is being used well to track pupil progress and to set targets for individual pupils, cohorts, groups of pupils and the whole school in English and mathematics. In science, this is limited to the end-of-Year 6 national tests and is based on teacher assessment for other year groups. Procedures to draw together teacher assessment in all subjects consistently, except in writing, need to be agreed.
52. Some marking in English and mathematics is constructive, based on the learning objectives for lessons and supports pupils in what they can do to improve. However, this is not consistent between teachers and year groups. Formal assessment and record keeping in other subjects of the curriculum are at an early stage of development. The school has used information from tracking systems to set challenging targets for the end of each academic year in English and mathematics. Analysis of Year 6 test papers has been used successfully to identify potential pupils for a booster group in mathematics and the concepts that need to be reinforced. The school needs to improve assessment by putting in place manageable procedures to summarise the progress of pupils in all subjects with consistency.
53. The policies for promoting good behaviour and eliminating oppressive behaviour are very good. Their effect can be seen in the generally good behaviour in the school. A pupil was permanently excluded in the autumn of the current school year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The parents have a very positive view of the school and recognise that the school has high expectations for their children, as shown by their answers to the parents' questionnaire (96 per cent). There is an easy dialogue between the parents and the school staff and this enhances the education of the children. Consequently, there is a close and effective relationship with the parents. Discussions with the parents during the inspection and at the parents' meeting clearly illustrated and confirmed this relationship. The relationship with the parents has improved since the previous inspection.
55. The links with the parents are good and effective. The views of the parents are taken into account and there is a home-school agreement involving school parents and pupils. The school operates an open-door policy and the headteacher or deputy headteacher are outside every morning as the pupils arrive for school. There is good communication with the parents of pupils with physical disabilities. However, the school does not involve parents with pupils with special educational needs sufficiently in the drawing-up of the individual education plans; currently, the parents are asked to comment after the school has completed the plans. There is a very active Selsdon School Association which raises some £5000/£6000 per annum for the benefit of the school and in addition organises social functions both for the children and the parents.

56. The parents have a good impact on the work of the school. A total of 50 parents have registered their interest in helping in school on a regular basis and so far this term ten parents have been called upon for this purpose. The parent governors play an important role in representing parents' views to the governing body and the management of the school.
57. The school provides the parents with very good information about all aspects of the school and in particular on the progress their children are making. The annual school reports are clearly written, giving an evaluation of the progress made in all subjects and the teacher-assessed attainment levels in literacy, mathematics and science. In addition, the reports include recommendations for actions by parents to help their children at home, the suggested next steps and comments on their child's personal and social development. There are parents' evenings in the autumn and spring terms to discuss progress and targets and in the summer term to discuss the annual reports; in addition, a family evening is held for the children to show their work to their parents. Letters detailing the curriculum are sent each term and the weekly newsletter keeps parents informed on current school events.
58. Overall, the parents make a good contribution to their children's learning, both at home and at school. The effect of this contribution is reflected in the good progress the children make at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. At the time of the last inspection, leadership was described as strong and it provided a clear educational direction for the school. Since that time, there has been an almost complete change in teaching staff. The headteacher was appointed in April 2001 and the assistant headteacher was appointed in the last academic year. Many co-ordinators are new to their posts. Despite this apparent upheaval, the pace of positive change in school has been substantial, particularly in the last year.
60. The new headteacher brings an impressive energy and focus to school development, providing very good leadership underpinned by very effective management systems. This work is done in partnership with an equally visionary deputy headteacher. Together, supported by the assistant head and a very good team of department leaders, they have been successful in raising standards significantly in the last year, particularly in English and mathematics. A very successful reception unit has been established in accordance with the spirit of new national guidance. Professional development has gained a renewed impetus, culminating in achieving the Investors in People Award. National quality audits, for example, Basic Skills and Arts Mark are being used strategically to set high standards for the school. They are used as effective audit tools to keep the school under close review.
61. School improvement planning is very effective. Priorities for the whole school are carefully identified arising from detailed analysis of performance data. The priorities recognise national initiatives and respond well to the last inspection report, for example, to raise standards in ICT and analyses of underachievement. None of the inspection findings were a surprise to the school and plans are already in place to address points for improvement. Most co-ordinators also have useful action plans to improve the provision of their subjects. The school plan is used as a tool for managing the performance of staff and is well known to governors. The plan contains success criteria which include targets for raising standards. Some success criteria, however, are descriptions of action taken and are less useful in identifying whether the improvements sought have been realised.
62. Delegation and the contribution of staff with management responsibilities are good. The organisation of year groups into four departments across the school is an effective structure for supporting staff in planning and trying to obtain consistency in teaching and learning. Co-ordinators leading subjects which are a focus of whole-school improvement are more active in checking the quality of what is happening in their areas. The school improvement plan identifies the need to develop the role of co-ordinators and they recognise and welcome these increased expectations. In particular, some co-ordinators, especially those new to the role, are not yet involved enough in reviewing the provision in their subject.
63. The governors are very well informed. They are regular visitors to the school and have identified links to subjects and aspects of the management of the school. They take particular pride in their choice of headteacher and the positive impact this has had on raising standards, for example, in learning and behaviour. Governors have a very good knowledge of the strengths and weaknesses of the school, partly informed by their visits and also by the detailed information they receive in the headteacher's reports. Whilst their visits are generally useful in assessing how well the school is doing, the visits are not linked to success criteria in the school improvement plan. This development would strengthen the governors' good contribution to the cycle of determining the priorities for improvement and in identifying successes and where further work is needed. The governors meet their statutory duties very well.
64. The headteacher and governing body work in partnership and promote a strong team ethos, which permeates the school. Together, they have put in place excellent procedures for the performance management of all teaching staff, which are having a positive impact upon standards. Targets for professional development are identified and in-service training is carefully selected to meet the priorities identified in the school action plan in addition to the individual needs of teachers. It is notable that strengths identified in teaching during the inspection were the focus of in-service

training in the last year. Very good systems of line management ensure that the needs of all staff are taken into account. The school has very good induction systems in place to ensure that all staff are supported on entry to the school. Mentors are allocated and regular meetings timetabled. There is a strong sense of team spirit, with a very good level of commitment to continue to develop the ethos of the school and to raise standards.

65. Day-to-day management of finances is very good. All recommendations of the latest audit report have been followed. The budget is regularly reviewed and allocated very carefully according to educational priorities. The high carry-over figure from the last financial year has now been properly allocated and there are no longer high contingency funds. Specific grants for English as an additional language and special educational needs are spent appropriately.
66. The school has an appropriate number of suitably qualified staff, many of whom have a very good level of experience. There is a good match between teachers' skills and their curriculum responsibilities, with clear systems in place to support newly appointed subject leaders. This has ensured that inexperienced staff are able to expand their roles and make a positive contribution to school improvement promptly.
67. The level of support staffing is also very good. Teaching assistants make a very significant contribution to the quality of teaching and learning in the school, helping to raise pupils' levels of attainment. The school provides very good in-service training opportunities for all support staff and is beginning to provide constructive feedback on their performance. Good, clear guidance is given to support staff and midday supervisors. Everybody knows what is expected of them. Support staff appreciate the feedback that they have been given to date and welcome the opportunity for this to be extended.
68. The accommodation is well maintained and display is used effectively to enhance the learning environment. There is good provision of two ICT suites and a music and drama studio, which has had a positive impact on standards in the subjects. The building has been adapted to provide good access for the disabled to all parts of the building. However, some classrooms are cramped and restrict teachers in the delivery of practical lessons and the interactive whole-class teaching now a feature of literacy and numeracy lessons. Teachers make the best use of the space available. The reception and the Year 1 pupils are rather isolated in two separate buildings. The library is rather small and its position is a long way from most classrooms. The playground is just adequate for the teaching of physical education for one class, but the organisation of the timetable means that three classes share it. There is no food technology area and the storage for design and technology resources is damp. Cloakroom facilities are cramped for some classes and movement is restricted in these areas as a result. Accommodation is satisfactory overall.
69. Overall, resources in school are satisfactory and support the curriculum adequately. The resources to support ICT are very good, with each class having access to a computer as well as the two ICT suites. Consequently, impressive improvement has been achieved in provision since the last inspection. The quality and range of resources to support mathematics, science, music and the Foundation Stage are good, having improved since the last inspection. However, resources for design and technology are unsatisfactory, which was the finding at the last inspection. This limits the development of pupils' making skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, the governors, headteacher and staff should:

- i) put in place manageable procedures to assess the progress of pupils and ensure their consistent use in all subjects.

(Paragraphs 16, 52 and 53)

- ii) raise standards in gymnastics by:

- Increasing teachers' subject knowledge; and
- Improving subject planning so pupils can build smoothly on their skills.

(Paragraphs 7,24 and 147)

- iii) involve parents and pupils better in reviewing individual educational plans by inviting them to participate in drawing up and reviewing the targets in the plans.

(Paragraphs 50 and 58)

- iv) improve the science curriculum by:

- Reviewing the timetable for coverage of topics; and
- Reviewing allocation of time to science.

(Paragraphs 30,104,109 and 110)

- v) improve the consistency of subject co-ordination by:

- Setting a timetable for regular opportunities for subject leaders to monitor standards in their areas of responsibility;
- Continuing with the priority in the school improvement plan to extend the role of co-ordinators; and
- Sharing good practice in school in subject leadership.

(Paragraphs 63,101,101,117,121,127,133 and 151)

In addition to the key issues above, the following less important weakness should be included in the plan:

- Persevere in communicating to parents that good attendance and a prompt start to school support good progress.

(Paragraph 13)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	53

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	25	24	25	5	0	0
Percentage	5	30	29	30	6	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)	26	626
Number of full-time pupils known to be eligible for free school meals	0	72

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	3	89

English as an additional language

	No of pupils
Number of pupils with English as an additional language	81

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	49

Attendance

Authorised absence

	%
School data	9.0

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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
		2002	45	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	42	42	45
	Girls	37	41	42
	Total	79	83	87
Percentage of pupils at NC level 2 or above	School	88 (85)	92 (85)	97 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	42	44	45
	Girls	37	40	45
	Total	79	84	90
Percentage of pupils at NC level 2 or above	School	88 (85)	93 (86)	100 (96)
	National	85 (85)	89 (89)	89 (89)

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
		2002	47	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	40	42
	Girls	34	32	33
	Total	72	72	75
Percentage of pupils at NC level 4 or above	School	81 (80)	81 (63)	84 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	42	43
	Girls	37	35	40
	Total	76	77	83
Percentage of pupils at NC level 4 or above	School	81 (80)	87 (66)	94 (84)
	National	73 (72)	74 (74)	82 (82)

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
499	1	1
2	0	0
21	2	1
11	0	0
6	0	0
14	0	0
5	0	0
13	0	0
8	0	0
2	0	0
10	0	0
13	0	0
14	0	0
8	0	0
0	0	0
0	0	0
0	0	0

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)	26.3
Number of pupils per qualified teacher	23.8
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	29
Total aggregate hours worked per week	519

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.1
Number of pupils per qualified teacher	23.6
Total number of education support staff	2
Total aggregate hours worked per week	64

Financial information

Financial year	2001-2002
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	£
Total income	1,531,666
Total expenditure	1,499,324
Expenditure per pupil	2,293
Balance brought forward from previous year	145,370
Balance carried forward to next year	177,712

Number of pupils per FTE adult	8.6
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	18.8
Number of teachers appointed to the school during the last two years	22.7

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	678
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	3	1	0
My child is making good progress in school.	50	42	3	1	3
Behaviour in the school is good.	38	58	1	1	2
My child gets the right amount of work to do at home.	33	45	11	2	1
The teaching is good.	54	41	1	1	2
I am kept well informed about how my child is getting on.	34	47	16	3	1
I would feel comfortable about approaching the school with questions or a problem.	62	30	6	2	1
The school expects my child to work hard and achieve his or her best.	62	34	1	1	0
The school works closely with parents.	41	45	12	2	1
The school is well led and managed.	56	41	1	1	0
The school is helping my child become mature and responsible.	53	41	4	0	3
The school provides an interesting range of activities outside lessons.	42	43	6	0	7

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

70. There have been many positive developments since the last inspection. A nursery class is well established and the very recently formed reception unit is in keeping with recently published national guidance for education of children of this age. It is providing children with a very good start to school. The co-ordination of this stage of the children's learning is very good. Planning for improvement is strong and action taken to reach targets is appropriate.
71. Many children enter nursery with relatively undeveloped speaking and listening skills. They are often to be found playing alongside each other in silence. However their personal and mathematical skills are about what are to be expected. By the end of reception year, most children are able to reach the goals set out for their learning in each of the areas. They attain above this in number. Observation is well used to identify the needs of children and learning is subsequently planned, intended for particular children. As a consequence, all groups of children generally achieve well. Arrangements, however, for formally identifying and registering children with special educational needs to be strengthened. Whilst provision for these children is good, formal early identification of needs is not.

Personal, social and emotional development

72. All the children in the nursery separate from their carers and settle to their activities happily. Whilst there are often times when children do not interact with each other when they play together, they do show awareness of each other. They show consideration and patience with children with special needs. Toys and resources are never snatched and as they move around the nursery, for example, children do not have accidental bumps. On a visit to a local bridge, the nursery nurse acted as a kind troll and allowed the children to cross the bridge. Such important messages incorporated into daily activities contribute to the harmonious relationships between children.
73. In the reception classes, racial harmony is still evident. Children discuss perceptively what makes a good friend. They concentrate well in adult-led lessons and sustain work in the choices they make during the sessions. There is evident enjoyment of learning and confidence in trying new activities. The higher attainers are able to take account of others' views to an impressive extent when making decisions.
74. In both nursery and reception, teaching supports the development of children's independence, social and emotional skills very well. The organisation of the inside and outside is particularly effective and the careful attention to display makes them attractive places to learn.

Communication, language and literacy

75. Children in the nursery begin the day by self-registering using name labels. Higher-attaining children can write their names, for example, on the back of their paintings or on the computer to label their work. Some children already are articulate and expressive but many are not.
76. Teaching is satisfactory overall in the nursery for this area of learning. However, it sometimes misses opportunities to introduce new vocabulary and does not provide a model of language for children to adopt often enough. Children use role-play areas related, for example, to stories they know but the use of writing is too little in evidence in this play. Planning for children's learning includes the kinds of questions that adults might ask and the vocabulary to be developed. This is particularly beneficial to children with limited language. Teaching is most effective when adults come alongside children's play and involve themselves in the children's conversations, skilfully extending it. Story times are well led and children are encouraged to be thoughtful about what

they hear and see in books. However, the groups are often too large for these and other discussions. The higher-attaining children and those brimming with confidence do well, but more reticent individuals withdraw.

77. In the reception classes, children are developing the skills of speaking and listening, and reading and writing well. They are very confident about sharing views in class discussions. They listen both to adults and to each other with respect. The lower attainers are beginning to incorporate letters in their writing. They 'read' books by referring to pictures and thinking about events in the story. Middle attainers are beginning to match letters and sounds, especially where these relate to letters in their name. They spell using the initial and final letters of words. Higher attainers recognise some common words, are beginning to use phonics to read and are forming simple sentences in writing. Many children already talk about the use of full stops. Teaching is very good in guided lessons when teachers work with small groups of children developing reading and writing skills. Some children, however, need more guidance in the correct formation of letters so that they do not form bad habits. Class discussions at the beginning and the end of sessions provide very good opportunities for developing speaking and listening. Questions are carefully addressed to particular children at the right level.

Mathematical development

78. This area of learning is well taught in nursery and reception. Children's understanding and use of number is good. The youngest children correctly use language of size to describe, for example, boxes, and are beginning to understand that 'smaller' and 'bigger' enable them to make comparisons. The story of the Billy Goats Gruff has been well used to practise positional language such as 'over' and 'under'. The range of counting ability and number recognition is wide, with some children knowing numbers well beyond 10.
79. In reception, most children can order numbers at least to 10 and can work backwards. This knowledge is reinforced well through familiar songs and rhymes. Many children can work beyond 10 and are learning counting on strategies to help them in their practical calculations. They are beginning to form number sentences which describe subtraction and addition. In printing, many children can continue two and three-element patterns.

Knowledge and understanding of the world

80. Visits make a rich contribution to children's knowledge of the world. For example, children in the nursery visited a local bridge, prompted by the Billy Goats Gruff story. They returned able to talk about concrete and bricks and with a good understanding of the different materials builders use. Of particular note is their ability to express opinions about the environment around them. In reception children worked in small groups, planting seeds in preparation for a visit to a garden centre the following week. In both nursery and reception, children develop information and communication skills well because of careful teaching and the availability of computers. There is a good range of construction kits for children to use and they have lots of materials from which to construct models.
81. The children have a good understanding of weather, for example, the force of wind, because of the almost constant access they have to learning outside. Teaching places strong emphasis on practical experience which adds depth and permanence to the children's learning. Pupils do experience the cultures and views of others but these are most commonly encountered through celebration of festivals. Representation of other cultures, for example, through literature such as folk tales, does occur. However, there is relatively little use made of Asian sources as compared to African.

Physical development

82. Children's physical skills are developed satisfactorily in nursery and reception. Both groups of children benefit from the opportunities to be active and as consequence there is no sense of

young children feeling pent up and frustrated. Both nursery and reception children have access to wheeled vehicles which are particularly popular with boys. Children in the nursery use a wide variety of small tools, which helps them develop finer control of their muscles.

83. In reception, children show control of large and small movements. They can balance on stilts. Children show better mastery of table tennis bats and balls than of cricket bats and balls. They can express themselves in writing and in creative pursuits, for example, with pencils, paintbrushes, printing sticks, glue sticks and scissors. They peel fruit for themselves.

Creative development

84. This area is generally provided for well. Children in the nursery have lots of opportunities to express themselves in art, role-play and in singing. This learning could be strengthened and deepened if more activities were imaginatively linked, for example, by exploring the potential of stories they know into all the areas of learning. This would improve the quality of role-play and raise attainment by helping children to develop ideas of increasing complexity.
85. Children in reception are thoughtful about characters in a story. They are keen to make artefacts and displays to support role-play, such as the giant's castle in 'Jack and the Beanstalk'. This is at a high level where children can choose for example, how to make a collage of the hen or the giant's purse or decide how to spell the speech bubble for display 'Fe, Fo, Fi, Fum, I can smell the blood of an English Man'. In contrast, the children's achievement is low level when the activity comprises sticking screwed-up tissue paper on a provided template. The wide range of provision generally allows children to make decisions about what and how to paint, draw or make into a collage.

ENGLISH

86. Pupils achieve standards that are above average in speaking and listening and reading and writing by the end of Year 2 and Year 6. Since the previous inspection, standards have generally followed the national trend. However, the most recent national test results show a good improvement, so that for Year 2 and Year 6 they were better in 2002 than those achieved at the time of the previous inspection. Pupils in Year 6 reached standards in English above the average, and in Year 2, reading standards were above the national average and writing standards were well above average. The school did equally well compared to similar schools. The improved results reflect the very close monitoring of pupils' achievement. Areas for improvement are identified and those areas given particular emphasis in the curriculum. Pupils with English as an additional language achieve as well as their classmates and many achieve high standards.
87. By the end of Year 2, pupils' speaking and listening skills are above the national average. This standard is maintained so that by the end of Year 6, pupils are confident to express their ideas and respond positively to the teachers' encouragement to justify and explain what they say. Pupils in Year 2 listen well to their teachers and other adults and to each other. The good opportunities they are given to rehearse their ideas in discussion with a partner give support to those who are not so confident, and in particular those pupils with communication difficulties. It also allows pupils at an early stage of using English to practise their ideas and build up confidence. Older pupils are also given time to think through their ideas. For example, Year 6 pupils presented well-considered ideas for a debate on the advantages and disadvantages of doing homework. In a physical development lesson in Year 5, pupils were able to evaluate each other's performance in a supportive way. The emphasis across the school on encouraging pupils to be independent learners helps pupils to develop confidence in speaking. By working together in pairs and groups, they learn to listen to each other and respect each other's points of view.
88. Most pupils have positive attitudes to reading. Pupils' personal reading preferences are for fiction, but by the end of Year 6, pupils are skilled at using books for research purposes. In whole-class sessions pupils are able to identify the main features of a text. For example, in Year 5, pupils know what information to include in a report and how to set it out. In Year 2, they can identify the

main settings in a familiar story. They are able to answer questions on meaning and the motivations of characters in stories read. Although many pupils are strong readers, there are still a number of pupils of lower ability or with special educational needs who need support in developing their reading skills. Because there is no consistent policy for the presence of guided reading in the timetable, it is not clear whether all pupils are getting the same quality of opportunity to develop their reading skills.

89. Pupils' writing by the end of Year 6 is above the national average. By the end of Year 2, pupils are achieving standards that are well above the national average in writing. The improvements are the result of the school highlighting writing as an area for development, in particular non-fiction writing. Work in Year 6 shows that pupils understand well how to incorporate the appropriate grammar and structure into their writing. Teachers ensure that this is thoroughly reviewed at the outset. This is a strong feature of English lessons throughout the school. In a Year 6 lesson, pupils remembered that a balanced report "has two points of view – a persuasive report has one point of view". They knew that the language should be formal and that the choice of connectives and opening phrases should be considered carefully. Younger pupils in Year 2 respond to the teacher's encouragement to think of interesting descriptive words for the Wanted Poster for the Big, Bad Wolf and remember the need for commas in a running list of attributes. Throughout the school, standards of writing are above average and higher-ability pupils reach high standards. Pupils with special educational needs are helped to achieve well through the support of the class teacher or teaching assistant and there is appropriate equipment to assist pupils with physical disabilities. Pupils produce work covering a good range of different types of writing. Presentation of finished work is often high, although there are some inconsistencies in teachers' expectations across the year groups. Information and communication technology is used well to present finished work and demonstrates that older pupils in particular can select appropriate fonts, layout and visual motifs to enhance the appearance of their writing.
90. The choice of texts provides good opportunities for pupils to develop their spiritual, moral and cultural understanding. Texts chosen provide good examples of traditional tales and classical texts, as well as providing examples of stories from other parts of the world. Older pupils show a good understanding of spiritual issues, for example, by creating a newspaper front page on the Queen's emotional response to the death of her mother or empathising with the feelings of Anne Frank. Moral issues are covered through texts studied and through the topics. For example, the current focus on report writing in Years 5 and 6 considers debates on environmental concerns. The emphasis on independent learning encourages pupils to work together in groups and pairs and to help each other. In all classes there are good examples of pupils collaborating happily and helping each other.
91. The quality of teaching and learning is good in infant and junior classes and better than that found in the previous inspection. Teachers have secure subject knowledge and a good understanding of the National Literacy Strategy. Planning is thorough and ensures that pupils have similar experiences across classes in each year groups. A very good feature is the very thorough review of previous learning and, where this is taken at a brisk pace, this ensures that pupils remain interested, are well prepared and ready for the next step. On some occasions, this introductory review takes too long so that pupils, especially young ones, begin to lose interest – this was so in the one unsatisfactory lesson. In most cases, questioning is challenging and encourages pupils to think and reflect on their responses. Lesson objectives are shared with pupils and referred to throughout the lesson. They are used to establish how well pupils have learned by the end of the lesson. Pupils have the opportunity to share their work with their classmates. A Year 2 teacher used the device of a Crimewatch interview to invite pupils to describe what the Big Bad Wolf looks like. Good and clear explanations are given of the relevant grammar and vocabulary and examples are clearly displayed. These are very well linked to the type of work to be undertaken so that new learning is practised within a real context. For example, Year 5 pupils drafted a report on the nine planets of the solar system, having considered what makes a good introduction and remembered to use sub-headings. Pupils of lower attainment and with special educational needs are helped to achieve well by having work that is adapted to their needs, such as a simplified work sheet. They are also well supported by the teaching assistants, who understand the particular needs of pupils and help them so that they can achieve to the best of their ability.

The best marking gives pupils specific feedback on what they have done well and how well they have achieved the lesson objectives. However, the quality of marking is not consistent throughout the school. Mistakes in grammar and spelling are often overlooked. Where pupils have individual targets, these are not regularly reviewed and referred to in marking.

92. Generally, literacy skills are taught well. The hard work and leadership of the co-ordinator and assistant co-ordinator in identifying priorities for development in the subject have made a significant contribution to raising standards. The quality and detail of the action plans for each priority have given the school a clear agenda for development. The outcomes were clearly seen in the inspection: improvements in writing, targeted support for underachievers (both of lower ability and those of higher ability), more independent learning opportunities, a focus on non-fiction reading and writing especially to raise standards of boys' writing. However, pupils' work and progress are not assessed with the same consistency by all teachers. The place and purpose of guided reading need to be considered so that all teachers are clear on what is expected.

MATHEMATICS

93. The standards achieved in mathematics by Year 2 in the national tests in 2002 were above the national average when compared with schools nationally and with those in similar contexts. The percentage of pupils who gained the expected level was above the national average. The percentage of pupils gaining higher levels was in line with the national average. Whilst there was a slight dip in standards of mathematics in 2002, over the last three years there has been an overall trend of improvement in standards at the end of Year 2 which broadly reflects national trends. Inspection evidence indicates that pupils in Year 2 are making satisfactory progress and reach average standards. From pupil-tracking data, it is evident that this is a lower-attaining cohort of pupils than last year. The standards achieved in mathematics by Year 6 in the national tests in 2002 were above the national average when compared to similar schools nationally. Pupils in Year 6 made satisfactory progress compared to their performance at the end of Year 2. The percentage of pupils attaining above-average levels was above the national average compared to schools nationally and compared to schools in similar contexts. Standards in mathematics tests at the end of Year 6 have been variable over the last three years but there has been a significant improvement in standards in 2002. The school has set challenging targets for further improvement in 2003.
94. Pupils in Year 6 are making good progress and are achieving average standards overall. Standards are above average in mental calculating strategies. Tracking data of Year 6 pupils indicates that this is a lower attaining cohort than last year and that rapid progress has already been made since the end of Year 5. The school has not yet seen the impact of planned booster and enrichment classes in Year 5 and 6 which are intended to raise standards at the end of Year 6 even further. The improvement in standards can be attributed to the overall improvement in teaching, especially in junior classes, and to the developments in curriculum provision that have been undertaken since the last inspection. These include the full implementation of the National Numeracy Strategy and the three-part lesson, associated staff training, the emphasis on number work and the provision of teaching and learning resources to support the curriculum. Other initiatives, such as the mixed-ability teaching in junior classes, have been particularly beneficial to lower-attaining pupils, who make good progress. Higher-attaining pupils are generally sufficiently challenged by the tasks they are set. Pupils with special educational needs and those with English as an additional language make good progress as a result of the quality of support they receive in lessons from additional staff. Overall, pupils achieve satisfactorily.
95. The school has analysed how the subject can be improved and there is evidence of a strong commitment to further improvement, as outlined by objectives in the school improvement plan, which include:
- ensuring all staff teachers are completely familiar with the National Numeracy Strategy, ongoing staff training and providing resources for its implementation;
 - monitoring and evaluating pupil progress in maths throughout the school; and

- providing additional support for groups of pupils identified as underachieving and those who are very able.
96. In infant classes, teaching and learning is satisfactory. They are variable in junior classes but good overall. Seven out of eight lessons observed in junior classes were at least satisfactory and five were good or better. Pupils in most lessons are very attentive, sustain their concentration and work well at independent tasks. All teachers' plans identify clear aims for learning. They use a good range of teaching methods and resources to interest all pupils. There is a strong emphasis on the teaching of number and teachers use the beginning of most lessons to rehearse number facts that keep pupils' use of mental strategies sharp. For example, in Year 1, pupils counted toys going into and out of a basket, estimating the number of toys removed such as 3 or 6 and how many remain. A brisk start to a Year 4 lesson focused on the addition and subtraction of 10 to a range of numbers up to 100, the higher attainers being challenged with numbers greater than 100. There are a number of common features in the better lessons which have a positive impact on pupils' learning outcomes:
- Work set matches pupils' abilities well ;
 - Additional staff are used effectively to support lower-attaining pupils throughout lessons;
 - Teachers manage pupils well and have high expectations of behaviour;
 - There is a good balance between oral work, direct teaching, learning activities and the review of learning at the end of lessons; and
 - The review is used effectively to assess and consolidate learning.
97. For example, in a Year 3 class, pupils began by counting forward and backwards in threes, and moved smoothly to demonstrate their knowledge of grid references on a giant floor grid. With very good questioning from the teacher, they progressed to giving and receiving instructions using precise mathematical language. This was consolidated in a range of learning activities which offered sufficient challenge to all pupils. Support staff worked alongside pupils in all parts of the lesson, making observations and asking questions to move pupils on in their learning. In Year 6, pupils played a very challenging game to identify unseen two-dimensional shapes using precise mathematical language such as 'How many pairs of parallel lines has it got?' and 'How many axes of symmetry has it got?' The teacher gave a very clear demonstration to reflect a two-dimensional shape in all four quadrants, used further examples to ensure that all pupils understood and provided pupils with challenging activities matched to their ability. As a result, all pupils made good progress. A purposeful discussion was used for pupils to show what they had learned and for the teacher to assess progress.
98. Pupils in infant classes make satisfactory progress overall. Progress is variable from year group to year group, but overall most pupils make good progress based on their prior attainment as they move through junior classes. The better progress can be attributed to the overall good teaching. In the less successful lessons across the school, which were satisfactory rather than good, one or more of the following were features:
- Pupils did not pay sufficient attention during teacher-led sessions;
 - Pupils disrupted the lesson by repeated calling out;
 - Teachers used a limited range of behaviour management strategies to address adverse behaviour; the pace of the lesson slowed and progress of pupils was limited overall; and
 - The structure of the lesson was not balanced; insufficient time was given to teaching the main learning objective and/or pupils were left with insufficient time to apply their learning in the activity.
99. Numeracy skills are taught well and rehearsed frequently. The use of the National Numeracy Strategy to teach mental strategies such as doubling, halving, the addition and subtraction of 10 or 100 and multiplication by 10, 100 or 1000 has raised standards of pupils' mental calculations. Pupils in Year 5 demonstrate the quick recall of tables and apply this to mentally calculate sums with a mix of all four rules, addition, subtraction, multiplication and division, including the use of brackets. Whilst there is satisfactory evidence of data handling in other areas of the curriculum, it is not a strong feature. Information and communication technology (ICT) is used well to support

the teaching of numeracy. Many lessons use ICT to provide a learning activity related to the main focus of the lesson and ICT is used effectively to support work on shape and data handling. The emphasis on mathematical language, discussions on strategies and opportunities to listen to teachers and peers make a positive contribution to pupils' literacy skills.

100. The co-ordination of mathematics is satisfactory. The relatively new co-ordinator has had a positive impact on standards and teaching by providing a range of good-quality teaching and learning resources to support the curriculum. The school has experienced significant staff changes and therefore an appropriate emphasis has been given in the school improvement plan to ensuring that the National Numeracy Strategy is implemented consistently and that staff are sufficiently trained in its use. The senior management team make good use of tracking pupils' progress in mathematics from year to year and use this to set cohort targets. However, the subject co-ordinator and assistant are not so well informed about standards and targets for improvement in all year groups. They have had limited opportunities to contribute to the evaluation and development of teaching. There are no specific adaptations to the curriculum to support physical disabilities, however, learning activities match pupils' abilities satisfactorily, including those with special educational needs. There is a good range of number games and associated general resources such as tilted whiteboards and large number cards to support this. Whilst appropriate procedures for assessing pupils' performance are in place, these are not consistently implemented across the school and systems for monitoring their use lack rigour. In the best examples, teachers annotate their daily plans, mark work against targets for learning and make constructive comments to help pupils improve. They use day-to-day assessment of lessons to adapt future work and make accurate assessments of pupil progress against the key objectives of the National Numeracy Strategy. The co-ordinator is developing a useful portfolio of work to support consistency of teacher assessment.

SCIENCE

101. Pupils achieve standards above average by the end of Year 2 and Year 6.
102. The standards achieved in science by Year 2 in the national tests in 2002 were very high when compared with the national average and with the results of similar schools. The percentage of pupils who gained the expected level was very high and the percentage of pupils attaining above-average levels was above the national average. There has been an improvement since the last inspection when standards were similar to the national average. In the lessons observed and the work seen during the inspection, pupils' attainment was above average and not as high as the previous year's test results. This is due to weaknesses seen in the way teachers assess pupils' learning and opportunities which are sometimes missed for higher-attaining pupils to work independently. In general, pupils' progress is good because the content of lessons is planned to challenge different groups of pupils. This is an improvement since the last inspection. Teaching assistants offer effective support for those pupils with special educational needs and those who have English as an additional language. They make good progress. Overall, all pupils achieve well.
103. The standards achieved in Year 6 in the national tests were below the national average and well below those of similar schools. The percentage of pupils who gained the expected level was below the national average and the percentage of pupils attaining above-average levels was below the national average. Standards in national tests have fallen since the last inspection when they were average. This is due to the curriculum in the past not covering all topics that should be taught. However, the school has made great efforts recently to improve standards by focusing teaching on investigational work at the correct level for pupils to achieve well. In the lessons observed and the work scrutinised during the inspection, pupils' attainment was above average.
104. By Year 2, pupils know how to identify commonly found materials such as wood, metal, and plastic, realising that some occur naturally. A boy remarked that his wooden car was made from a tree but real cars were made out of metal. They have discovered how squashing and stretching can alter the shape of objects. They recognise that, as they grow from baby to adulthood,

changes occur to their physical features. When comparing photographs of themselves as babies, one Year 2 pupil commented on how the colour of her friend's hair had changed. Pupils work well together. Their work is neatly presented. Pupils carry out simple experiments effectively and handle equipment carefully.

105. Pupils in Year 6 understand the idea of a fair test well and have a good understanding of scientific enquiry. In a lesson on electricity, a group of pupils tested the circuit they had made twice to make sure it was working properly before using it to test objects that conducted electricity. They are able to draw electrical circuit diagrams using the correct symbols. They understand the difference between a conductor and an insulator and have designed tests for this purpose. They understand that electrical cable will not give electric shocks as it is insulated in a plastic coating. They work collaboratively and handle resources with precision. Their written work arising from many experiments carried out during the year supports the development of literacy skills well. Pupils record their observations well. The results of their experiments are accurate.
106. Pupils in Year 4 were not so secure in their knowledge and understanding of their work on forces. This is partly because some of the force meters they were using were not suitable to record the amount of force exerted by an object when it was being pushed or pulled. Too many concepts were also being discussed and pupils became confused.
107. The quality of teaching and learning is good overall in both infant and junior classes. Good teaching is characterised by explaining the learning intentions clearly and using questions. For example, a teacher in a Year 6 class asked the pupils to think about how they were going to test objects for 'conductivity' as they were designing their electrical circuits. This made them think carefully about the purpose of their designs. Great emphasis is placed upon accurate recording of work and challenging the pupils to make predictions from what they have learnt previously. Teachers plan and, in almost all cases, organise lessons well. This is an improvement since the last inspection. In the one unsatisfactory lesson, the plans were too complex and the content was inappropriate for the age of pupils being taught. Most teachers' knowledge of science and investigational activities is good. Resources are used effectively to support learning. Investigations are always supported by informative worksheets outlining various stages pupils need to work through in setting out their work. This helps them have a clear sense of purpose about what they are doing. Work is not so well planned for higher attaining pupils and lack of independent learning activities means missed opportunities for the development of these pupils. Learning support assistants work effectively with pupils with special educational needs and those who have English as an additional language to support their understanding and help them when work is written up. The most effective marking of work includes supportive remarks and identifies inaccuracies and how they can be corrected. It challenges pupils to think why certain outcomes have been reached. This helps pupils understand what they have to do to reach acceptable standards. Opportunities to develop numeracy and information and communication technology (ICT) skills are frequent in investigational work. Better teaching enables pupils to illustrate their findings graphically using a variety of types of graph such as bar line and graph using ICT.
108. In the past there has been incomplete curriculum coverage for pupils in Years 3 to 6. As a result, much time has been spent filling gaps to make sure pupils do not fall behind in their work. This has been the cause of a drop in standards over recent years. The school has been successful in raising standards in Year 6 by concentrating on teaching investigational skills. The plan for the coverage of the curriculum in Years 3 to 5 is still not appropriate as the work set is sometimes too difficult. This requires unnecessary effort in Year 6 to address the negative outcomes.
109. The subject leader has been in post for five years. It is only recently that she has been given full responsibility for managing the subject. She has worked hard to address the issues of falling standards in Year 6. The school action plan identifies improvements to the curriculum and assessment of pupils' progress to improve standards. It has set itself demanding targets to be achieved. The procedures for assessment are unsatisfactory.

ART AND DESIGN

110. The above-average standards and progress in art identified during the last inspection have been maintained for pupils in Year 2. All pupils, including those with special needs and those who learn English as an additional language, achieve well in art. This is because good attention is given to teaching and developing the appropriate skills. By the end of Year 6, pupils' attainment is average. The school has not been able to maintain the above-average standard identified in the previous report. All pupils, including those who have special educational needs and those who speak English as an additional language, make good progress. Good links are established with other subjects such as history, geography, mathematics and design and technology. Displays throughout the school enhance the school environment.
111. Year 1 pupils can select and use a wide range of materials such as watercolours, chalks and paints when they paint their self-portraits. The analysis of work indicates a suitable range of activities and satisfactory teaching which promotes satisfactory development of skills in using materials such as fabrics, dyes, paints and pastels.
112. In Year 2, pupils achieve well as a result of good teaching. They collect and group natural objects to make a display. Pupils arrange and modify their arrangements before deciding the final one. They record observations of line, shape, colour and texture when they explore ideas for a design. They see examples of Matisse's and William Morris' work and develop a design for a textile collage. Pupils are taught to experiment with a wide range of materials and techniques such as basic running stitch, gluing, taping and stapling to create a fabric collage. Pupils are also given opportunities to describe the visual qualities of their work and identify what they might change to build on their successes. Teachers plan the lessons well; they make good use of resources and provide opportunities to evaluate their work and the work of famous artists to improve pupils' artistic skills further. Good use is made of the sketchbooks to record their designs.
113. In Years 3, 4, 5 and 6, pupils' overall achievement is satisfactory. Pupils in all year groups have good opportunities to observe and reflect on the work of other artists and the techniques that they use. Importantly, this is used to stimulate pupils' interest and imagination and to inspire their own work. Year 3 pupils have been encouraged to observe and draw the school building and higher attainers produced some effective results. Year 4 pupils studied Seurat's and Miro's style and used their ideas to good effect in their own pictures of landscapes. The use of sketchbooks to record and ascertain pupils' development is satisfactory. Year 6 studied William Morris' designs and as a result produced their own designs with good results. Pupils show a keen interest and enjoyment in their art and design work and apply themselves well. However, opportunities to evaluate the designs or comment on finished piece, or to use pupils' writing skills to list materials, are seldom used.
114. Overall, teaching and learning are good. No lessons were observed in Year 4 and Year 6 but the display of work was sufficient to indicate that the teaching is of the same good quality. Teachers give good attention to art appreciation, self-expression and the practising of skills. Pupils' work reflects good teaching in this subject and they are encouraged to develop a wide range of skills and acquire relevant knowledge. Good links are made with other subjects such as history, geography, mathematics and design and technology. Pupils with special educational needs are well supported through practical activities and materials that are adapted to suit their needs. For example, a raised board and an individual, rather than a class picture, is provided for a pupil with visual impairment. Teacher assistants are used well to support these pupils. The resources are used well and there is satisfactory provision in this area. In lessons, most teachers use time well, introduce pupils to new skills and provide feedback on how pupils' work is developing. In lessons seen, the pupils responded well to the teachers' high expectations of their work rate and behaviour. They concentrated well, tried hard to improve their work and helped each other by sharing ideas. However, most of the usage of media and techniques is teacher-directed and pupils are not given opportunities to use their own tools to express themselves. Little three-dimensional work is undertaken in the whole school and this is a weakness in the curriculum.
115. Art and design makes a good contribution to the pupils' personal, spiritual, moral, social and cultural development. It encourages the pupils to express themselves, to collaborate with others

to share ideas and to reflect on how art is used to communicate thoughts and feelings and different times and places. However, study of the work of artists from non-European backgrounds is not well developed.

116. The co-ordinator effectively supports teachers to plan work for pupils in their classes. The curriculum guidance provided is good, states clearly what skills should be taught in each year group and how they can be taught. She provides good advice on how to incorporate information and communication technology into work in art, about visits to galleries and on developing the skills of art appreciation. She is aware that many teachers are not secure in developing their pupils' skills in drawing, and this is a priority for in-service training. She has not had the opportunity to see what takes place in classrooms to improve teaching and learning further to improve standards, particularly in junior classes. The co-ordinator is trialing procedures for recording assessment to gain a clearer picture of pupils' progress.

DESIGN AND TECHNOLOGY

117. From the inspection of pupils' work, photographic evidence, discussion with pupils and from the small number of lessons observed, standards of attainment by the end of Year 2 and Year 6 are average. This is an improvement for Year 6 on the last inspection where standards were below average. In Year 1, pupils design and draw their plans for a miniature garden that show satisfactory attention to detail and finish. In Year 2, pupils use scoring, folding, cutting and joining techniques satisfactorily in making an appropriate range of mechanisms such as sliders and levers. They apply these successfully to designing and making individual pop-up cards, faces with a sliding mouths and toys with moveable parts. For example, one pupil made a lion that wagged its tail and another a crocodile nodding its head. Their finishing techniques are average.
118. In junior classes, standards across the school are variable but are at least average. In Year 3, pupils designed and made their own Christmas gift box during a project on packaging. The finished boxes demonstrate above-average standards of cutting and joining skills and a good standard of finish where pupils have used a mixture of pre-made and individually-made decorative features such as holly, tinsel, leaves and bows. Pupils in Year 4 show average standards in the making of money containers but well-above-average skills in a project for making 'Tudor' houses. Their houses are made using standard packaging, joined securely and with the addition of a pitched roof made using a range of techniques. The most ambitious demonstrate careful measuring to make a net of a triangular prism and slotting to fit a chimney. The finishing techniques are of an excellent standard. Pupils in Year 5 have investigated and made biscuits. Pupils in Year 6 demonstrated above-average standards in the evaluation of bridge designs and talked confidently about materials and construction. However, in a practical task using paper to make a bridge to hold a toy car, they demonstrated average skills and knowledge, but made good progress. Overall, pupils' achievement are satisfactory.
119. From the limited number of lessons observed and the inspection of pupils' work, the teaching of design and technology is judged to be satisfactory overall. Teachers use the newly adopted scheme of work, which supports them well in their planning and focuses on the development of basic skills throughout the school. Teachers are enthusiastic and increasingly confident in teaching the subject. Overall, this has had the impact of raising standards and pupils are making at least satisfactory progress in their acquisition of making skills.
120. The newly appointed co-ordinator has appropriate plans to raise standards and has begun by drafting a new policy and formalising the organisation of the units within the scheme of work. The design diaries provide a good record of pupils' written work and a photographic portfolio of pupils' work has just been started. Assessment, record keeping and monitoring of the subject are at an early stage of development. The resources for the subject are unsatisfactory overall and a major area for development is in the provision of sufficient tools to implement the new scheme of work fully. Tools for wood and food technology are inadequate and the storage area is damp, which has led to tools rusting. However, there are special scissors and rulers for pupils with visual impairment. There is no food technology area and whilst teachers successfully carry out projects related to food within their classrooms, the lack of a cooker within the main school building is very

limiting to the planning of lessons. Some classrooms are very cramped for the practical work involved and there is little storage space to store part-made artefacts.

GEOGRAPHY

121. Three geography lessons were seen during the inspection in Year 3 and 5 classes. Other evidence was gained from the scrutiny of pupils' books as well as work displayed in classrooms and corridors. Discussions were held with teachers and with pupils in Years 2 and 6 classes. Standards by the end of Year 2 and Year 6 are average. The standards in the last inspection were above those expected; the school has not been able to maintain these. although in the lessons observed, pupils achieved well, their overall progress is only satisfactory. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress, similar to that of other pupils.
122. By the end of Year 2, pupils identify features such as different types of houses and streets in their locality. They can explain their route to school but have little experience of drawing maps and plans. Pupils suggest simple ways in which their school environment might be improved. Pupils are aware of different localities such as countryside and seaside. Photographs of locations have enhanced pupils' knowledge and understanding of the physical characteristics of these places. Pupils express their preferences for where they would like to go on holiday and talk about the weather in simple terms.
123. By the end of Year 6, pupils recall many facts about the river studies that they have undertaken. However, pupils' geographical vocabulary is not well developed. For example, they could not explain words such as 'erosion', 'deposition' or 'tributary'. Pupils have a satisfactory understanding of issues related to the local environment, for example, how development of roads and industry can damage the environment. However, knowledge of map reading, directions and location of the main cities and countries of the world is limited. Written work is less well developed than oral discussion. In Year 5, pupils make comparisons between schools in St Lucia and their locality and give reasons for similarities and differences. In Year 3, pupils' knowledge of climate in extreme conditions is developed through the study of Baffin Island.
124. The overall quality of teaching and learning is satisfactory across the school. In the lessons seen, teaching was good. Strengths in teaching included well-planned lessons, positive relationships and good management of behaviour. Pupils of all abilities meet appropriate challenges in their activities. Pupils who have special needs are supported through use of more visual content such as photo packs and easily accessible worksheets. Careful questioning ensures that learning is checked. For example, in a very good lesson, the teacher's good questioning helped pupils to devise their own questions about the weather and lifestyle on Baffin Island. The use of good resources such as video, globes and a map to find the island engaged pupils' interest. However, it was the first time that globes were introduced and because of an insufficient number of globes, pupils had to wait for their turn and wasted some time. Pupils' skills to find places on the maps and globes are not satisfactorily developed; this is a weakness in the curriculum. Teachers do not emphasise the correct use of key vocabulary and this has a negative impact on the development of pupils' geographical vocabulary.
125. The curriculum makes a good contribution to pupils' cultural development through work carried out on local studies. Opportunities to work in pairs and groups support pupils' social development well. Pupils research from books and use the Internet to access relevant information. This improves their literacy and information and communication technology skills. There are some links with numeracy when pupils collect and present information in graph form and use co-ordinates to find out physical features of the playground.
126. As geography is not the school's current priority for development, the co-ordinator has not seen teachers' planning or analysed pupils' work. She has not had an opportunity to see what takes place in the classrooms. Consequently, the school is not identifying weaknesses well enough to improve standards further. Assessment for each unit is not clear enough and marking sometimes

lacks sufficient detail to ensure pupils strive for the highest standards, and this is unsatisfactory.

HISTORY

127. The standards of pupils' work in history are above average for pupils at the end of Years 2 and 6. Pupils, including those with special educational needs and English as an additional language, make good progress. The school has maintained the above-average standards since the last inspection. Boys and girls of all abilities and ethnic backgrounds achieve well. Those with special educational needs and those who speak English as an additional language receive good support in lessons and make good progress. Pupils enjoy the subject and show enthusiasm for the work.
128. By the end of Year 2, pupils have a good knowledge and understanding of the Victorian period and understand the importance of famous people from the past such as Florence Nightingale. They know that she was a nurse and that she helped soldiers in many ways during the Crimean war. They are confident in using historical terminology such as 'past' and 'present' and identify changes that have taken place over time in, for example, the holidays people take. They have a good understanding of the need to use evidence to come to a conclusion and know the differences between primary and secondary sources of evidence and information.
129. By the end of Year 6, most pupils have a secure knowledge of a range of historical periods, such as those of the Victorians, Tudors, Romans and of Ancient Greeks. Pupils are able to make good connections between different periods studied and recognise changes within them. For example, pupils were able to describe the changes within Queen Victoria's reign such as use of transport in her early and later period of reign. Year 6 pupils have good opportunities to compare their leisure activities with those of Victorian children. They researched the differences and similarities using books and the Internet. Pupils were quite excited when they found out that Victorian children had scooters similar to theirs. They compared the lives of rich with poor children. Pupils are developing a good understanding of social history and the effect of class on lifestyle and life expectancy.
130. The overall quality of teaching and learning is good for pupils of all ages. Lessons are well planned and give the pupils a sense of learning. Teachers have high expectations of pupils' rate of progress and behaviour and pupils respond positively to this. Teachers present work in a lively and imaginative way to pupils, so ensuring that their learning about past events and important figures from history is effective. The very good use of practical, hands-on experiences makes learning fun. In a very good lesson in Year 4, pupils had been on a residential visit for three days to Hook Court to learn about the lifestyle of Tudors. They had the opportunity to cook, dance, dress up, play games, experience schooling and make candles, pomanders and boats used by Tudors. The teacher asked them to recall their experiences and share the information with others. Pupils of all abilities effectively explained what Tudor people did with those objects and why they needed them. The use of homework to make model Tudor houses further developed pupils' understanding of the period.
131. Year 3 pupils celebrated a Roman day and through role-play experienced how and why Romans lived as they did. The use of questions such as 'could a Victorian child do the same things as you do?', 'If not why not and why?' and 'why did Tudors need pomanders?' served to challenge pupils' thinking and develop curiosity in studying sources of evidence. As a result of the teachers' good subject knowledge and the good use of resources, pupils made good gains in their learning of what happened and how people responded to it. Pupils are given many opportunities to discuss work in pairs and groups and this supports pupils' social development. The subject contributes well towards pupils' cultural, moral and spiritual development. However, teaching does not emphasise that the past can be represented and interpreted in different ways.
132. The co-ordinator provides good leadership and manages the subject well. Good use is made of visits and visitors to stimulate pupils' interest. Book resources are sufficient and the co-ordinator is planning to improve artefacts. Good use is made of information and communication technology

such as Internet and CD ROMs for gathering information. Literacy and numeracy skills are well developed. The co-ordinator is in the process of developing assessment and recording procedures. There is currently little checking of teaching and learning in order that weaknesses might be identified and rectified. This is because the school is focusing on the development of other curriculum areas.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. In Year 2 and in Year 6, pupils attain standards in information and communication technology (ICT) which are above average. All pupils achieve well. This represents a very significant improvement since the last inspection when standards were reported to be well below average at the end of Year 6.
134. Pupils in Year 2 show very good understanding of how to use a computer successfully for writing. They have well-developed keyboard skills and use common functions of the keyboard such as shift and backspace with confidence. They know how to log on to the school network using their own log-on names and password. They can access a specific program, save and print their work and use the mouse with good control to drag a picture or edit text. Across the junior classes, pupils have well-developed keyboard and mouse skills and higher-attaining pupils type with good accuracy and speed using both hands. All pupils have a good understanding of the Internet and know how to refine searches to make them more specific. Throughout the school, there are examples of ICT being used to support learning in other subjects. In infant classes, programs are used to practise basic numeracy skills, to design book covers in art and to illustrate and comment on the poetry of Wes Magee. In Year 6, pupils search websites using hyperlinks and find information about the structure of bridges to support design and technology work. In Years 5 and 6, they create Power Point presentations to support work in literacy and in science and higher-attaining pupils send their multimedia homework presentations to their teachers via email. In many classes, good use is made of the digital camera where pupils record their achievements in art and design, compare the accuracy of their sketches and evaluate their movement and posture in physical education.
135. The school has done much to improve the provision for ICT since the last inspection. As a result of this significant investment, the school's computer pupil ratio of 1:7 compares favourably with the national ratio of 1:11. In addition, there is a wide range of other electronic resources to enhance learning including interactive whiteboards, digital cameras, scanners, wireless laptops and data-logging equipment. Good use has been made of funding provided via government grants. The development of two computer suites has been a major factor in raising standards, as has been the training of staff, paid for by the New Opportunities Fund. Teachers have improved their own personal skills, giving them more confidence in delivering the curriculum to their pupils and in using ICT to enhance their teaching in other subjects.
136. Good teaching across the school contributes to all pupils making good progress in their lessons, including pupils with special educational needs and pupils for whom English is an additional language. Pupils are given the opportunity to work in the computer suite twice a week. Teachers have good subject knowledge and good relationships with their pupils. The aims of lessons are made explicit in every lesson and activities usually provide good challenge. Teachers make good use of questioning skills to challenge understanding and to stimulate learning. On occasion, the pace of lessons is a little slow and this has an adverse effect on progress, particularly in relation to higher-attaining pupils.
137. Pupils' attitudes to the subject are very good. They concentrate well in lessons and are very enthusiastic about their work. They help each other very well and those pupils with special educational needs and for whom English is an additional language benefit from the support of their peers, as well as that from the class teacher or support teacher and staff. Pupils treat equipment with care and respect. The good-quality resources, including software for pupils with learning difficulties, large-print keyboard and screen and specially adapted computer trolley for the physically disabled, have a positive effect on pupils' attitudes as they can be fully included in

lessons.

138. All aspects of the ICT curriculum are taught over time although some are currently covered in greater depth than others. Skills in word processing and in the use of the Internet, email and creative graphics are particularly strong, whereas those in control technology and in using sensors to monitor external events are still at an early stage of development. The co-ordinator is fully aware of this and has now put in place detailed schemes of work which will address these deficiencies.
139. The co-ordinator, in partnership with the headteacher and the governors, provides very good leadership. He has very good subject knowledge and has been instrumental in improving provision and in raising standards across the school. There is a very clear action plan in place. It highlights the need to extend the frequency of checking the quality of provision, to further develop teachers' subject knowledge and to improve whole-school approaches to assessment, all of which are currently under-developed.

MUSIC

140. Overall standards in music are average. Whilst standards are the same as at the last inspection, the pupils' enthusiasm for the subject is much greater. Pupils' technical vocabulary is very well developed.
141. By Year 2, pupils sing sweetly and to pitch. They perform and compose simple ostinato patterns on untuned percussion. They are developing a recognition of different types of music and can, for example, identify African music.
142. By Year 6, pupils sing confidently and with a good tone in three parts without accompaniment. They have acquired a highly technical musical vocabulary which includes the main features of sonata form. Many pupils can describe the organisation of pieces they listen to and compose using, for example, ABA. Higher-attaining pupils can describe and analyse very complex forms. Pupils are developing an understanding of the musical heritage of composers, for example, what kinds of music occurred before Haydn. They can play a range of pitched and un pitched percussion correctly with a good awareness of other parts.
143. Pupils really enjoy music. The number of pupils taking instrumental lessons has doubled in the last year and stands at 120. Singing in assemblies is enthusiastic. The pupils' concentration and achievement in music lessons is very good. They rise willingly to the very high expectations set. The subject also contributes very well to their social development, providing many opportunities for them to compose, discuss and play together in mixed-gender and race groups. All groups of pupils achieve well. Pupils with physical disabilities use specialist instruments and consequently are fully included in lessons.
144. The quality of teaching and learning is very good overall and excellent in many lessons. This relates to the high level of subject expertise of the specialist teacher and her impressive ability to react to the pupils' responses in lessons. For example, in a Year 1 class composing simple ostinato patterns using two rhythms, the teaching picked up on one group who turned over their prompts and introduced a rest. This made the patterns more complex. The unexpected development was discussed and soon all the pupils were developing their compositions to incorporate moments of silence. Resources are well organised and used in lessons so that pupils' knowledge and skills are constantly improved at a good pace. The focus of pupils' learning is clearly explained at the beginning of lessons and reviewed at the end. Consequently, pupils exhibit a strong sense of purpose in their lessons and an evident sense of pride at the end in what they have accomplished.
145. Overall, there is a good range of good-quality musical instruments. However, there are no electronic instruments to enable pupils to explore the information and communication technology aspect of the subject. There are also few books in the library relating to music. The music and

drama studio provides very good accommodation for the subject. Class teachers work alongside the music specialist and this acts as a very effective way of developing their subject expertise. Formal assessment procedures are at an early stage of development. Visitors such as the London Mozart Players and African Musicians contribute much to developing pupils' skills and love of music. Multicultural understanding is promoted very well of Western, African and South American music, but Asian music is little in evidence.

PHYSICAL EDUCATION

146. Standards attained in Year 2 and Year 6 in dance and games are average. Standards attained in swimming are above average. Standards in gymnastics are satisfactory in Year 2 but below average in Year 6. This represents a slight decline since the last inspection, when standards in all areas of physical education (PE) were reported to be average in Year 2 and in Year 6. There is no difference between the attainment of boys and girls. Pupils with special educational needs and those who have English as a second language make the same progress as their peers. Pupils with physical disability have an extended allocation of swimming time. Overall, pupils' achievements are satisfactory.
147. Although progress in lessons is variable, by Year 6, achievement in dance and games is sound. This is in part attributable to the quality of teaching provided by specialist consultants in the after-school clubs. Pupils in Year 6 and Year 5 can pass a football to a partner with satisfactory touch and precision. They concentrate well and participate collaboratively in large and small groups. They know how to hold a hockey stick and use this safely during small-sided games. In discussions, most pupils in Year 5 and 6 have appropriate knowledge and can talk about simple attack and defence strategies in a team game. In Years 2 and 3, pupils demonstrate satisfactory attainment in creating and linking dance movements together in responding to music. They can throw and catch a large ball, showing good aim and the ability to run, turn and stop quickly to avoid contact with their peers in physical activities. Pupils demonstrate positive attitudes to this subject. They respond well to their teachers and their peers in lessons. Behaviour is generally good and lessons make a good contribution to pupils' social and moral development.
148. The quality of gymnastic work seen in Years 5 and 6 is below average. Pupils are insecure in their understanding of how movements can be linked effectively. Safe landing techniques in jumping from apparatus are not well established and skills in stretching, balancing and transferring weight are under-developed. More-able pupils show satisfactory control but are unsure of how to evaluate and improve their movements. Most pupils do not demonstrate correct handling techniques when moving large and small apparatus. They lack the subject vocabulary to describe and evaluate their own and others' movements.
149. The quality of teaching and learning is satisfactory overall, with instances of good and unsatisfactory teaching in both infant and junior classes. This judgement is in line with that reported in the previous inspection. In the most effective lessons, as seen in a very good gymnastics lesson in Year 5, teachers have clear written plans, make good use of questions to challenge understanding and intervene successfully to extend learning. They manage pupils well and provide good opportunities for pupils to practise and develop their skills. In the least effective lessons, teachers in both infant and junior classes have insecure subject knowledge. This contributes to a low level of challenge in some games and gymnastic lessons, with pupils making unsatisfactory progress in learning as a result. Quality of teaching and pupils' progress are sometimes hampered by cramped conditions when three classes share the same small playground for games lessons. Most, but not all, teachers dress appropriately for lessons.
150. The co-ordinator has only been responsible for physical education since the beginning of this academic year and recognises the need to improve his own and others' subject knowledge. He has a clear written plan in place to address identified weaknesses but progress to date in improving teaching and learning has been slow. Schemes of work are developing but not yet fully in place as some teachers are unsure as to what has been taught in previous years. Currently, too few opportunities are provided for pupils' to plan, evaluate, modify and improve their work in

games and gymnastics. Keeping the quality of teaching and learning under review and the assessment of learning outcomes are also significantly under-developed.

151. Accommodation and resources are satisfactory overall but current timetabling arrangements are in need of improvement as too many classes are competing to use the small playground space at the same time.

RELIGIOUS EDUCATION

152. By the end of Years 2 and 6, pupils reach standards above the expectations of the locally agreed syllabus. All pupils, including those with special educational needs and pupils with English as a second language, make very good progress and achieve well.
153. Since the last inspection there has been very good progress made in improving the quality of teaching and learning, which has gone from satisfactory to very good overall. The school has recently changed its curriculum and is following the Croydon Local Education Authority's agreed syllabus. A strength of the curriculum is the links with ICT. Classes frequently use the Internet for religious research. Work has been produced for the school website. Literacy is used well in all lessons, for example, pupils are asked to research and record the journeys of Jesus in the Bible.
154. Pupils make good gains in their learning as they progress through the school. By Year 1, pupils know that God is an authority figure and we communicate with Him by prayer. He is important and looks after them like their parents. Year 2 pupils understand that Christmas is a time of celebration for the birth of Jesus, who teaches us to be kind and appreciative of His world. A prayer written by a Year 2 pupil thanked God for 'the snow and the winter and all those presents.' They know that many Hindus believe in a God that takes many forms. Year 5 pupils know how Christmas is celebrated in other countries, with the higher-attaining pupils producing work of good quality from their research of Christmas customs in Iraq, Ethiopia, Italy and India. They understand the reasons why people pray. Higher-attaining pupils can analyse prayers showing healing and mercy. Average-attaining pupils can identify prayers that are written for individuals or groups. Pupils with special educational needs identify prayers asking for forgiveness. They understand the importance of Baisakhi, the Sikh festival of New Year. Pupils in Year 6 know key features contained in stories from the New Testament of the Bible and can relate these to their own experience. They can empathise with Zaccheus when he is mocked by the crowd and can appreciate the strong feelings of the people who dislike this collector of taxes.
155. The quality of teaching and learning is very good overall, with instances of excellent and satisfactory teaching. Lessons are well planned and questions are used effectively. Statements are made to encourage discussion and to challenge pupils' understanding of difficult concepts. A teacher of a Year 2 class used mime to help pupils consider what Christians have around them to pray. Pupils realised that it is helpful to focus on a candle to pray as Jesus is the light of the world. In an excellent lesson in a Year 5 class on prayer, the teacher asked the pupils what they thought of when they heard the word 'prayer'. She encouraged the pupils by saying that none of their answers would be wrong. This supported the less-confident pupils, who participated well in the discussion. Pupils show interest and enthusiasm for their work and the discussions on religious issues contribute to their moral and social development. When teaching is less effective, the work planned is too difficult and pupils lose interest and do not make as much progress.
156. Co-ordination of the subject is satisfactory. The co-ordinator has recently taken on this role and has written a scheme of work that follows local and national guidelines. There is no system of assessing the pupils' progress in the subject but the school is planning to develop this. Resources are satisfactory and are easily accessible. There is a good range of artefacts to support learning, but these need to be supplemented by a greater number of books.