

# INSPECTION REPORT

## **ABBOTSBURY PRIMARY SCHOOL**

Morden, Surrey

LEA area: Merton

Unique reference number: 102649

Headteacher: Mrs D Coy

Lead inspector: Mrs J Cousins

Dates of inspection: 20 – 22 September 2004

Inspection number: 266268

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	350
School address:	Abbotsbury Road Morden Surrey
Postcode:	SM4 5JS
Telephone number:	020 8640 1010
Fax number:	020 8646 4265
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Short
Date of previous inspection:	4 May 1999

## CHARACTERISTICS OF THE SCHOOL

Abbotsbury Primary is a larger than average school in the suburbs of London near Sutton. At the time of the last inspection this was a one form entry first school for children in nursery to Year 3. As a result of reorganisation by the Local Education Authority it has now grown to a two form entry primary school for children of nursery age to Year 6. Most pupils live in rented houses but some live in privately owned homes. Pupils come from a variety of social backgrounds. Socio economic circumstances of most pupils are below average, as indicated partly by the above average number of pupils who qualify for free school meals. Pupils' attainment on entry is well below average and an above average proportion of pupils are identified as having special educational needs. Pupils' special needs range from speech and communication to specific learning difficulties. There is an average turnover of pupils. Most pupils originate from the United Kingdom. However, a significant number of pupils are refugees and are in the early stages of learning to speak English as an additional language. Also, a considerable number of pupils speak English as an additional language but are fluent English speakers and only require support with their written work. There are representatives from Travelling communities but no pupils are in public care.

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Abbotsbury Primary is a good school and provides well for its pupils.** Teaching and learning are good. As a result, pupils achieve effectively in relation to their abilities. The school is led well with energy and vision by the headteacher, senior teachers and governors. Good management has managed effectively the reorganisation into a primary school. Teachers and teaching assistants are dedicated and work hard for the benefit of the pupils. The school receives above average funding and, therefore, provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils make good progress in English, mathematics, information and communication technology (ICT) and religious education and achieve average standards by Year 6.
- The good leadership of the headteacher and governors ensure that the school is always looking at ways to improve standards.
- Staff set high expectations of pupils' conduct and so behaviour and relationships are good and pupils are very respectful of others' values and beliefs.
- Pupils' attendance is well below average.
- Teaching is good, especially from nursery to Year 2 and in Year 6.
- Pupils and parents do not have a clear understanding of how pupils could improve their work.
- Assessment is not well developed in ICT, art, design and technology, geography, history, music, physical education and religious education; the school is aware of this.
- Links with the community are good and the commitment of the school to include all pupils is effective in making them feel a part of the school community.

Overall, since the last inspection, the school has made good improvements in provision for children from nursery age to Year 3. The key issues from the last inspection have been addressed well. Standards have improved significantly in reading, writing and mathematics and are well above average compared with similar schools. Pupils' skills in ICT meet expectations and teachers' expertise in ICT is good. Provision in the nursery for pupils' creative and language development is effective. All subjects are monitored and evaluated satisfactorily.

### STANDARDS ACHIEVED

Results in National Curriculum tests and teacher assessments at the end of Year 2, compared with:	All schools			Similar school
	2001	2002	2003	2003
Reading	D	D	C	A
Writing	D	D	B	A
Mathematics	E	C	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those with similar percentages of pupils eligible for free school meals.*

In 2003, standards in Year 2 for reading and mathematics were **average** and in writing were **above average**. When compared with similar schools, standards were **well above average**. Inspection findings are that standards in Year 2 are **average** in the key areas of writing, reading, speaking and listening, mathematics and science. Also, standards in the current Year 6 in English, mathematics and science are **average**. Overall, pupils' level of knowledge and understanding on entry is well below average. Although children achieve well in nursery and reception classes, standards by the

start of Year 1 are below expectations for their age in most areas of learning. However, children's personal, social and emotional development meets expectations in the reception class.

**Throughout the school, pupils' personal development is good. Provision for the pupils' spiritual, moral, social and cultural development is good, overall.** Pupils really enjoy coming to school and are proud of their achievements. They have effective attitudes to work and behave well. Punctuality in the morning is satisfactory, but attendance is well below average.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching is good, overall,** and was good or better in five out of ten lessons. There was only one unsatisfactory lesson. Teachers are adept at using effective methods that make lessons interesting so that the quality of learning is good, overall. All teachers encourage pupils to do their best. Teachers insist on high standards of behaviour and spend time motivating and encouraging pupils. As a result, pupils behave well in lessons and develop good relationships with other children and adults. Teaching assistants provide valuable support, particularly for pupils with special educational needs, during the practical part of lessons. However, teachers and teaching assistants do not always explain to pupils how they have been successful or tell them what they could do to improve.

The curriculum covers all subjects well and is both broad and relevant. The curriculum is enriched by effective provision for pupils' personal development and a good range of extra-curricular activities, especially with regard to sports and through visitors and educational visits. Care, support and guidance of pupils are good and there are effective arrangements to settle pupils in. Effective links with the community and other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good, overall.** The headteacher leads well and has dedication and clear vision. All those who work in the school seek to create a happy school. The headteacher receives invaluable support from the senior teachers and all members of staff. Teachers with management responsibilities for key subjects fulfil these well and other subjects are managed satisfactorily. Governors are supportive, take a keen interest in the work of the school and fulfil their legal responsibilities well.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Pupils have positive opinions of the school. The pupils are very proud of their school and are fiercely loyal. On the whole, parents are supportive of the school and are reasonably pleased with what it does for their children. A significant percentage of parents expressed concerns regarding the quality of information they received about the progress their children are making. Inspectors agreed that reports to parents could contain more specific targets for pupils. Furthermore, parents have concerns about the leadership and management of the school and the way parents' views and suggestions are handled. Evidence collected during the inspection does not support parents' concern on any of these items. Furthermore, the school has on many occasions acted on suggestions made by parents.

## **IMPROVEMENTS NEEDED**

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

- Raise rates of pupils' attendance.
- Enhance parents' and pupils' understanding of how pupils can improve their work specifically.
- Improve the school's use of assessment in ICT and non-core subjects.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, the school's boys and girls achieve well. Overall, in the Foundation Stage, standards are below average, mainly because of children's levels of attainment on entry, but in Years 2 and 6 pupils attain average standards.

#### **Main strengths and weaknesses**

- Children achieve well in the Foundation Stage in most areas of learning.
- Pupils achieve effectively, and by Year 2 standards are average in all subjects judged.
- Above average numbers of pupils in Year 6 have attained higher levels in mathematics and science 2004 national tests.
- Pupils with special educational needs and those who speak English as an additional language achieve well and make good progress.

#### **Commentary**

1. When children join the school their attainment is well below national expectations. Most children achieve effectively in the Foundation Stage because of good teaching. However, standards are below average in the reception class as a significant percentage of pupils are not likely to reach the levels by the end of the school year in language, literacy and communication, mathematics, knowledge and understanding of the world and physical and creative development. Standards of personal, social and emotional development meet expectations due to teachers' good management skills and high expectations.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
reading	16.0 (14.9)	15.7 (15.8)
writing	15.6 (13.9)	14.6 (14.4)
mathematics	16.7 (16.9)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year.*

2. Over the past three years the results in Year 2 have improved faster than the national trend. In the 2003 national tests, at the end of Year 2, the school's performance was average in reading and mathematics and above average in writing. The school has challenged its more able pupils in Year 2 well as an average proportion of pupils attained higher levels in reading, writing, mathematics and science. This is partly because the school groups Year 2 pupils by ability for three days a week and ensures that they receive good support and teaching. Significant improvements have been made since the last inspection.
3. Inspection findings indicate that standards, overall, are average in the current Year 2. Most pupils achieve well in Years 1 and 2. Standards in Year 2 are average in reading, writing, mathematics and science. Standards meet national expectations in speaking and listening, information and communication technology (ICT) and religious education. There is insufficient

evidence to judge standards in art and design, design and technology, geography, history, music and in physical education.

4. This is the first year that the school has had pupils in Year 6. Performances in the 2004 National Curriculum tests indicate that standards are at least average in English, mathematics and science. More able pupils are well challenged in mathematics and science as above average proportions attained higher levels. In English, an average percentage gained higher levels.
5. Inspection findings indicate that standards in the current Year 6 are average. The school is in line to achieve its challenging targets. Older pupils achieve effectively and are in line to attain average standards by the end of Year 6 in English, mathematics and science. More able pupils are challenged well in all areas of learning. Standards in ICT, religious education and physical education meet expectations. There is insufficient evidence to judge standards in art and design, design and technology, geography, history and music.
6. Pupils with special educational needs achieve well and a few of them attain the nationally expected standards in the national tests for Years 2 and 6. Pupils from minority ethnic groups, including those who speak English as an additional language, are supported effectively by teachers and teaching assistants and so they achieve well. Pupils are included in all aspects of lessons and more able pupils are challenged well by teachers' high expectations of them. Gifted and talented pupils are supported satisfactorily.

### **Pupils' attitudes, values and other personal qualities**

Attendance is well below average but punctuality is satisfactory. Pupils' attitudes and behaviour are good, overall. Pupils' personal development is good.

### **Main strengths and weaknesses**

- Attendance is lower than it should be because there are too many authorised absences.
- Some pupils regularly fail to arrive at school on time.
- Pupils enjoy coming to school and are interested in school life and what it offers.
- Teachers have high expectations of behaviour and pupils respond by behaving sensibly during lessons and at other times.
- Pupils' respect for the values and beliefs of others' is very marked.
- The provision for pupils' social, moral and cultural development is good.

### **Commentary**

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	7.6	School data	0.4
National data	5.4	National data	0.4

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

7. Attendance information for the last year shows a well above average level of authorised absence and an average level of unauthorised absence. The school has tried to improve pupils' attendance in a variety of ways but, so far, these initiatives have not been sufficiently effective. Attendance information is not as accurate as it should be and the school lacks a systematic approach to the monitoring and reporting of attendance. This has led to problems in following up some cases.

8. Punctuality during the school day is good and children move between classrooms with a sense of purpose. However, not all children arrive at or are picked up from school on time. The school is innovative and has tried several different approaches in addressing this problem. There remains, however, a small group of parents who continually fail to respond to the efforts of the school and this has a detrimental effect on the education of their children.
9. Throughout the school, pupils are well motivated and enthusiastic. They particularly enjoy taking part in the wide range of extra-curricular clubs. Football, dance and art clubs and residential and other visits broaden the curriculum and develop pupils' confidence well. Pupils listen carefully to their teachers and respect one another's point of view. They enjoy their lessons, take an active part whenever they can, and willingly work on their own or in groups with their classmates. Pupils from minority ethnic groups, including those who speak English as an additional language, are included effectively in school life and are well motivated to learn.
10. Policies on behaviour are well publicised and consistently applied by staff. The school penalises bad behaviour and rewards good behaviour through the use of house points and awards made during praise assemblies. As a result, pupils have a clear understanding of how the school expects them to behave. They are eager to please to win praise and awards and understand the sanctions that will be applied if they do not comply. No pupil has been excluded in the last year.
11. Pupils' very effective respect for the beliefs and values of others is a significant strength of the school. This is partly because religious education lessons are used to develop pupils' awareness of others' ideas very well. The school ensures that multicultural awareness is good as pupils learn about Judaism, Hinduism and Islam. Pupils learn to sing many songs from our own and other cultures. History and geography offer many good opportunities for pupils to learn about British culture. For example, pupils in Year 4 are well aware of what everyday life was like for early settlers to Britain.
12. Pupils are well aware of right and wrong. Socially, the pupils are encouraged to play a full part in their own community through, for example, taking part in a local "Easter Bonnet Competition" which is judged by the mayor. The school enables most pupils to be included effectively in all activities and so they make good progress in their personal development. Pupils are given satisfactory opportunities to develop self-awareness during reflection and prayer. Collective worship allows pupils to learn satisfactorily about perseverance and determination.

## **Exclusions**

There were no exclusions in the previous academic year.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good, mainly because pupils receive effective teaching. The curriculum, pupils' care and welfare and links with the community and other schools are good. Partnership with parents is satisfactory.

## **Teaching and learning**

The quality of teaching and learning is good. Overall, assessment procedures are satisfactory.

## **Main strengths and weaknesses**

- Planning is good across the school.
- Teaching in Year 6 is consistently good, with some very good features.
- Teachers are consistent in maintaining high expectations of pupils' behaviour.
- Pupils are good at working independently and collaboratively.
- Pupils' learning is supported well by additional adults.

- Pupils' understanding of how they can improve is unsatisfactory in Years 1 to 6.

**Summary of teaching observed during the inspection in 51 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (12%)	20 (39%)	24 (47%)	1 (2%)	0	0

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

**Commentary**

- The teaching of children in the Foundation Stage is good, overall. Significant strengths include the use of effective teaching methods incorporating games and practical activities. The teachers' effective management skills and enthusiasm for learning mean that children behave well, are keen to learn and co-operate effectively. The teaching assistants are used effectively to teach pupils in the nursery and reception classes.
- In Years 1 to 6 nearly all lessons were satisfactory or better and one unsatisfactory lesson was seen. Teaching is good in Years 1 to 2 Overall teaching between Years 3 and 6 is satisfactory. However, teaching in Year 6 is consistently good with some very good features.
- Planning is consistently good across the school, as noted at the previous inspection. Teachers plan well in year groups so that they can discuss strategies for learning and share subject expertise. This means that all pupils of the same age have access to similar programmes of learning. This is contributing well to pupils' achievement; for example, when teachers are focusing on developing speaking and listening skills across all subjects. Challenge to pupils, the pace of lessons and the style of teaching in Year 6 are very good, which makes clear to the oldest pupils how much their teachers expect of them. These teachers use questioning particularly effectively and include most pupils in sessions well. This supports lower ability pupils so that they achieve well in line with their needs, whilst more able pupils are challenged to provide more detailed answers at a higher level and progress at a faster rate. Lessons in Years 3 and 4 are not yet all providing this consistent level of challenge and expectation consistently. This is preventing more teaching in these year groups from being good or very good.
- All teachers set high standards of behaviour and pupils behave well in lessons as a result. Nearly all pupils concentrate and work hard on completing their tasks, although sometimes the amount of work produced within the time allowed is rather limited.
- Teachers make good use of positive praise to reward pupils' learning or behaviour and the children respond well to this. They trust the adults in the school as a result of the good relationships between teachers, teaching assistants and pupils. All adults work well together and are a good role model for the pupils. Teaching assistants effectively support the work of teachers and help pupils in a variety of ways by explaining questions to pupils, helping them to practise their responses and encouraging them to contribute to discussions. Contributions from pupils of all abilities are highly valued by teachers and this contributes well to raising pupils' self-esteem. As a result, pupils of all abilities are prepared to 'have a go'.
- Learning intentions are generally shared satisfactorily with pupils at the beginning of lessons. In the best lessons seen, teachers returned to these objectives at the end of the lesson to ask pupils how well they had achieved against the objective or whether they required further support. This strategy, which is not consistently used across the school, puts pupils in the position of assessing their own learning and helps teachers to know what more has to be done for all to achieve the objective.

19. The school is using its recently introduced tracking sheets to record pupils' progress year on year. This results in teachers having a secure knowledge of their pupils so that they are able to set meaningful individual or group targets for improvement in English, mathematics and science standards. However, these are not yet used well as a matter of course in all lessons or discussed regularly with pupils so that they are clear about how they can improve. The school's marking policy has been agreed, with clear recognition of the need for different approaches in the Foundation Stage, Years 1 and 2 and in Years 3 to 6. Scrutiny of pupils' books shows that although some teachers' marking is developing well, by making clear what pupils have done well and what they now need to do to improve, this aspect of teaching is not well developed. Assessment in subjects other than English, mathematics and science is recorded at the end of each project and on annually on parents' reports. However, these procedures are not used by teachers effectively to raise standards further.
20. The teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. Teaching assistants are used effectively during the main parts of lessons.
21. The teaching of pupils who speak English as an additional language is effective. Most teachers have received training on ways to develop language skills. Effective methods are used when extra teachers provide specific support. For example, pupils in Year 4 develop their understanding of English grammar well because of good extra tuition.
22. The school's assessment procedures for pupils with special educational needs are satisfactory and pupils' individual progress is carefully monitored. Targets in pupils' individual education plans are not consistently specific or measurable. The school identifies pupils who are gifted and talented and provides for them in extra-curricular activities, but no evidence was seen in lessons of any specific provision for them. Assessment procedures for pupils who speak English as an additional language are good. Teachers carefully assess these pupils when they arrive and throughout their time at the school. This enables them to provide individual learning programmes that are specific and measurable.

## **The curriculum**

The curriculum is good, overall.

## **Main strengths and weaknesses**

- There are examples of innovative initiatives to enrich the curriculum.
- The curriculum for children in the Foundation Stage is effective.
- The provision for enrichment and extra-curricular activities is good.
- Provision for pupils with special educational needs and English as an additional language is good.

## **Commentary**

23. The individual subjects in the curriculum are well planned and, as a consequence, lessons are focused. The school meets statutory requirements for all subjects. A strong feature throughout the school is the many opportunities that are taken to work in a cross-curricular way, often enlivening lessons by combining, for example, dance, drama and music. The curriculum is significantly enhanced by a number of innovative projects. One of the most impressive involves pupils taking part in visits, to and from, the nearby St Ann's Special School. Pupils' written comments about these visits show how much they have been enjoyed. This link provides high quality opportunities for pupils from both schools to be involved effectively in social development and learning. Another project involves pupils visiting the local council chamber to discuss issues of interest to children in the area, thus giving useful insights to citizenship. One main focus for the school over the last year has been to develop pupils' thinking skills across the curriculum and this has been effective in including most pupils in sessions. During the inspection there were several examples of pupils working on the

electronic “whiteboard” in front of the class and showing sophisticated thinking skills. These are significant improvements in the provision since the last inspection.

24. Children in the nursery and reception classes have a rich curriculum. Activities are planned that enable children to learn through focused play and practical activity. Careful planning means that all areas of learning are well covered throughout the week and term.
25. The school has effective strategies for teaching literacy and numeracy. Although there are some positive examples of pupils using their literacy and numeracy skills in subjects across the curriculum, opportunities are sometimes missed to develop these key skills in other subjects. Provision for homework is satisfactory, a view shared by most parents. All pupils have regular homework, with a build up as pupils move towards the end of their time at the school.
26. The provision for pupils with special educational needs, including a few pupils with statements, is good. Teachers have a clear awareness of the needs of these pupils and work closely with teaching assistants to ensure that pupils with special educational needs take a full part in the life of the school.
27. Provision for pupils who speak English as an additional language is good. Programmes of learning are set up effectively so that all pupils make good progress. A significant number of more able pupils speak English as an additional language.
28. The curriculum has been enhanced by a wide range of well-supported activities outside the school day. These include gymnastics, football, country dancing, modern dance, ICT, puppet making and gardening. The school has developed good links with the community, which further enriches the curriculum. Fulham Football Club arrange popular training sessions and there are close links with local theatres and several local charities.
29. The provision for pupils’ personal, social and health education is good. A range of effective strategies, including an active school council and a popular house system, encourage pupils to take an active part in the life of the school and learn about rights and responsibilities. Sex and relationship education is covered satisfactorily for older pupils.
30. Accommodation in the school is spacious and used well. The change from being a first school to the recent establishment of the primary school has led to several building additions, such as a new library and studio, that enhance the provision. Resources are satisfactory, with no significant weaknesses.

### **Care, guidance and support**

Provision for pupils’ care, welfare, health and safety is good. The support, advice and guidance they receive are satisfactory. Involvement through seeking and acting on pupils’ views is good.

### **Main strengths and weaknesses**

- Health and safety and child protection procedures are good.
- The school encourages pupils to voice their opinions and acts upon them whenever it can.
- Pupils trust the adults in the school and say that they would be able to confide in them should any difficulties arise.
- Induction arrangements are thorough, comprehensive and incorporate all pupils into the school quickly.
- Guidance in relation to pupils’ academic work is not specific enough.

## **Commentary**

31. All members of staff have received child protection training and fully understand their roles and responsibilities. Health and safety in and around the school is independently audited and, in the most recent report, the school was commended on its provision.
32. A school council meets regularly and it provides a useful forum through which pupils are encouraged to make their views known. Pupils are proud of their opportunity to serve on the school council and of the democratic election process used to select representatives. Through the school council pupils have been able to influence aspects of school life, such as choosing new play equipment and making decisions on playground use. They have also been able to influence community life, as representatives of the school council participate fully on Merton Childrens' Council. The school selects prefects from the older pupils and they help with supervision and support at lunch, break and wet play. The school is keen to hear pupils' views and to incorporate them into plans for the future, whenever possible.
33. The school knows its pupils well and this helps teachers to spot any emerging problems at an early stage. During discussions, pupils say that they would feel able to ask for help or advice if they needed it. They like their teachers and say that they would not hesitate to seek help or advice if they needed it. Parents are equally confident and most who returned their pre-inspection questionnaire indicated that they would feel able to approach members of staff with a suggestion or complaint. This puts pupils in a good position to be able to settle down and to concentrate on their work.
34. This school is increasingly popular and its well-planned and thoughtful induction procedures fully meet the diverse needs of the pupils and their parents. Most parents who returned the pre-inspection questionnaire praised the support provided for children when they join the nursery and reception classes. Inspectors agree; induction arrangements are well planned and this helps the children to settle down quickly. For example, new children are able to visit their new class and spend time in school before they start. This helps everyone to get to know one another at an early stage and to include pupils effectively in school life. Pupils with special educational needs or who speak English as an additional language are well supported, and so they make good progress. Pupils from minority ethnic groups are integrated well and have access to an effectively planned curriculum.
35. Teachers assess pupils' work satisfactorily in subjects that were the main focus for the inspection and advise on how work can be improved rather generally. Some written targets for improvement are insufficiently clear or specific enough to ensure that pupils know how they can improve.

## **Partnership with parents, other schools and the community**

The school has satisfactory links with parents. Links with other schools and colleges and with the community are good.

## **Main strengths and weaknesses**

- Good links with the community enrich the curriculum and support pupils' personal development well.
- The school works well with other schools and colleges.
- The school depends on a loyal few for parental support.
- Reports to parents do not contain specific pupil targets.

## **Commentary**

36. Parents are very supportive of their children's learning at home. They help with transport and on visits, in class, in the grounds and with clubs. Most parents from minority ethnic groups have effective relationships with the school. The energetic Friends' Association provides good support from members of the community and businesses. For example, community organisations and school staff run several after-school clubs. Members of the community and clergy participate in assemblies and other school activities. The school regularly visits local churches and the mosque next door. Other opportunities, such as theatre visits and pizza making at a local restaurant, broaden the range of pupils' experiences. This gives them a good understanding of the school's place in the community. Parents of pupils with special educational needs have close contact with the special educational needs co-ordinator.
37. There are good links with a nearby special school and older pupils regularly visit to help with the pupils there. Teachers from the High School visit the school to provide support for art, drama and dance for older pupils. The school also participates in a local initiative to provide work experience for secondary school pupils. Links with teacher training colleges provide places in the school for a number of trainee teachers each year. These opportunities widen pupils' and teachers' experience and improve the quality of education provided by the school.
38. Parents help in the school library and willingly volunteer when called upon to support fund-raising and charitable fairs with collections of food or sweets. The school also encourages and recognises parental support through a 'Thank You' assembly. However, relatively few parents help on a regular basis and the Friends' Association depends on a handful of loyal supporters for much of its work.
39. Parents do not have effective information on what their children need to do to improve their work. This is because the targets in reports are rather broad and pupils' personal targets are not shared with parents in the autumn or spring terms.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good, overall. Leadership by the headteacher and senior staff is good. Management is effective. Governance of the school is good.

### **Main strengths and weaknesses:**

- The headteacher provides good leadership and has a very clear vision for the future of the school.
- The school has made a successful transition to primary school status.
- Senior staff provide good leadership and share the headteacher's vision for school improvement.
- Since the previous inspection there have been good improvements.
- English, mathematics, ICT, religious education, the Foundation Stage, provision for pupils with special educational needs and those who speak English as an additional language are all well led.
- Governors have a clear understanding of the school's strengths and weaknesses and are effective in shaping the development of the school.

## **Commentary**

40. The headteacher is an effective leader with a clear vision for the future of the school. This has motivated staff well to adapt to rapid change and at the same time bring about improvements. She has developed and shared her vision with staff effectively, and this is demonstrated particularly well through the successful change from a single form entry infant school to a two form entry primary school. This has developed a strong sense of teamwork between senior managers. They work very well together under the headteacher's leadership and have become increasingly effective in their role. They take an active part in providing advice and support, including training for staff so that their credibility in whole-school matters is good. The

headteacher has high expectations of all staff. She recognises and values individual strengths so that staff are enabled to carry out their role effectively.

41. Identified priorities are well linked to teaching, learning and curriculum leadership and these are fully reflected in staff objectives. This has brought about good improvements, such as the development of the ICT curriculum throughout the school. Specific grouping of pupils in Year 2 for the spring and summer terms has enabled teachers to focus strongly on appropriate learning objectives and this has helped pupils to achieve well in end of year test results.
42. The school makes good use of self-evaluation to improve its practice. This is reflected in the improved monitoring of subjects through looking at teachers' planning, studying pupils' work, and classroom observations during planned release time for subject leaders. Most key subject leaders show good knowledge of their subjects or areas through well-designed action plans, which identify priorities to ensure improvement. For example, the mathematics co-ordinator has drawn up a detailed development plan for this year because of her detailed observations of teaching and monitoring activities. Continuing professional development and induction of new staff have high status and are well regarded by all staff. Staff work well together, value one another's strengths and liaise effectively.
43. Good leadership and management, particularly by the headteacher, have ensured that this is an effective school which has made good improvement since the last inspection. It offers pupils a good quality education within an inclusive and positive learning environment and where teachers have high expectations of pupils' achievement and behaviour.
44. The school is very effective at integrating pupils from all backgrounds and has a good reputation for meeting complex and significant needs. Induction of new pupils is effective and their specific needs are assessed quickly so that pupils who join the school late are made to feel welcome. Pupils with specific strengths across the curriculum are identified and encouraged to develop these skills through the wide range of additional activities provided.
45. Leadership and management of the Foundation Stage are good. The manager has a clear understanding of how young children learn and has planned the curriculum well to support their development in all areas. She recognises that the curriculum needs to reflect the low attainment of pupils who join the school, especially in the development of social skills and communication, language and literacy in English.
46. There is effective liaison between staff so that support for pupils with special educational needs is embedded well in whole-school practice. Staff receive appropriate training and show understanding of the needs of pupils who require specific learning support. Teaching assistants engage effectively with pupils and help them to access the curriculum. The co-ordinator monitors pupils' progress very effectively. This allows pupils to achieve well, overall. Governors are kept well informed through regular liaison.
47. The leadership and management of pupils who speak English as an additional language is effective in assessing them when they enter the school. Many staff have been employed who speak the mother tongue of the pupils. This means that pupils can take a fuller part in lessons. Very good monitoring of pupils' attainment ensures that extra support is specifically targeted.
48. The governing body operates efficiently through its system of committees and governance is good. As a result, governors work closely with the headteacher and senior managers. They are increasingly involved in monitoring subjects and aspects of the school so that they are aware of policy and school practice. They are well informed and knowledgeable about the school's performance.

## Financial information

### *Financial information for the year March 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	891,090	Balance from previous year	174,398
Total expenditure	1,002,181	Balance carried forward to the next	49,379
Expenditure per pupil	3,630		

49. Finances are managed satisfactorily and governors ensure that financial resources, including specific grants and additional funding, are used appropriately. Principles of best value are well implemented through use of data, methods of consulting those connected with the school and targeted use of the budget. School finances indicate relatively high expenditure per pupil but figures have been complicated by the need to maintain a high carry forward earmarked for development of the playground and school library. Taking this into account, the school offers satisfactory value for money.



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in all areas of learning for children who are in the Foundation Stage is good. Overall, children enter the school with well below average levels of knowledge in most areas of learning. Arrangements for children starting school are good. For instance, staff visit parents in their homes and discuss children in detail with them. Children achieve well in most areas of learning because of good teaching. However, by the time children start Year 1, standards are below expectations for six year olds as a significant proportion does not achieve the expected levels and few exceed them. Since the last inspection there have been significant improvements in the provision for children in the nursery and reception classes. The curriculum has been enhanced by developing a more creative use of resources, which means that children have more extensive opportunities to explore areas of learning through play indoors and outside. Children's language development is good and literacy development is satisfactory. Assessment procedures are satisfactory, overall. Children are carefully assessed when they start school and the teachers and the teaching assistants regularly note their achievements. Good record sheets assess children's attainment throughout their early years of schooling but these are not used effectively to ensure that any gaps in children's literacy skills are revisited.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Teachers expect children to behave well and care for others effectively.
- Teachers and teaching assistants are quick to establish supportive relationships with children.

#### **Commentary**

50. Children's standards in personal, social and emotional development meet national expectations by the beginning of Year 1. Teaching, learning and children's achievement are good in this area. The children speak fairly confidently to adults and other children. In the playground children mix well. Teachers and teaching assistants work effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations of children and effective organisation mean that children learn how to control their emotions and develop independence. For instance, children learn to put on aprons for themselves when they paint or glue. The majority of children show a good level of interest in their learning. Children settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of the teachers' high standards of discipline and good management skills.

### **LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT**

Provision in language, literacy and communication is **satisfactory**.

#### **Main strengths and weaknesses**

- Basic skills of speaking and listening are taught effectively.
- The teaching assistants support children well.
- Assessments are not being used well by teachers and teaching assistants.

## **Commentary**

51. Standards in language, literacy and communication are below expectations by the beginning of Year 1. Children achieve satisfactorily in acquiring these skills as a result of satisfactory teaching and learning being satisfactory, overall. Significant strengths of teaching include the wide range of opportunities for children to talk purposefully to adults and to one another. Very effective methods are used when the teacher asks children to question the teaching assistant about the book they are reading. The teaching assistants take every opportunity to discuss moral issues, such as being fair and sharing things. The teacher captures children's interest when she uses a 'Big Book' and points to key words effectively. Basic skills are taught satisfactorily when children learn to write on white wipeable boards. Teachers' planning means that children are taught effectively to recognise the letters and sounds of the alphabet. However, teachers do not often use their assessments to make sure that weaknesses in children's knowledge are revisited and addressed.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Practical methods are used effectively to develop children's understanding.
- The teaching assistants use time and resources well.
- Teachers do not consistently tell children what they have done effectively.

## **Commentary**

52. Standards of mathematical development are below expectations by the beginning of Year 1. This is because children start school with particularly limited levels of knowledge. At the beginning of the autumn term in the reception class most children count orally to ten but can only count three objects accurately. Children achieve effectively in the nursery and reception classes. This is because of good teaching and learning, overall. The teachers plan plenty of practical activities to promote children's mathematical development. For instance, children learn to count to four by putting pegs in a board. Children are encouraged to recognise numerals in a variety of contexts. For example, children are asked to find pages in books using numerals from the contents page. Many opportunities are taken by the teachers and the teaching assistants to reinforce children's counting skills and to check their mathematical understanding through well-directed questions. Time and resources are used effectively when children learn about time and run on the spot for one minute. After children have completed a task teachers and the teaching assistants rarely explain to children what they have done well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Effective use of resources brings learning to life.
- Good teacher expertise.
- Specific teacher feedback does not inform children how to improve.

## **Commentary**

53. By the end of the reception year standards are below national expectations in this area of learning, even though teaching and learning are good. This is because children enter school with particularly low levels of knowledge. Overall, children achieve well. Children learn about

the properties of materials, such as sand and paint, by handling and working with them regularly. Good lesson planning means that the teacher is clear about the learning focus and records children's involvement in activities effectively. Basic skills are taught well when children learn to draw and record organisms they have observed. As a result of good teaching children learn about the key features of insects accurately. Religious education is taught effectively through lessons and in assemblies. Most children learn satisfactorily about festivals from a variety of religions. Children learn to use the computer and quickly develop their understanding of how to type in numbers and control the mouse. However, teachers do not often inform children how to improve their manipulation of the computer mouse.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Resources are used well to develop children's body control.
- Teachers' feedback to children is rather limited.

#### **Commentary**

54. Most children develop physical body control well but attainment is below that expected for their age. This is due to the children's particularly limited level of skills on entry. Overall, teaching and learning are good. Children enjoy regular opportunities to be active in sessions on the playground. Resources are used effectively as, for example, when children learn to ride bikes well. Basic skills are taught effectively, which means that children learn to control their movements. This was seen when children learn to climb over and under apparatus. Children have good opportunities for outdoor play in their own area. Teachers provide satisfactory opportunities for children to develop their hand control but they do not often tell them specifically what they have done well.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Resources are used effectively.

#### **Commentary**

55. Children's creative development is below national expectations. The majority of children are likely to reach nationally expected levels by the end of the reception year but a significant percentage are not. Overall, children achieve well from a low starting point. Teaching and learning are effective. Outside and inside the classroom the teachers ensure that a good range of activities is planned to develop children's creative development. Children paint and draw confidently due to the teachers' good development of basic skills. Effective use of the teachers' knowledge and understanding ensures that children learn to use their observation skills when they make models. Good methods are used when children are allowed to experiment with the feel of thick liquids on a smooth surface. Resources are used well when children explore ways to make sound using wind and percussion instruments. Most children can sing simple songs from memory satisfactorily.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**, overall.

#### Main strengths and weaknesses

- Good teaching in Years 1 and 2 enables pupils to achieve well.
- Consistently good teaching in Year 6 supports pupils' progress well.
- There are still weaknesses in handwriting and presentation across the school.
- Pupils are not yet sufficiently aware of how they can improve.
- Leadership and management of English are good.
- The English curriculum in Years 3 to 6 has been implemented very effectively.

#### Commentary

56. Standards were average in both reading and writing in the 2004 National Curriculum tests for pupils in Years 2 and 6. This marks a good improvement since the last inspection, when standards were below average. Standards in speaking and listening across the school are broadly average. Overall, achievement is good and standards are improving. Pupils enter the school with very low attainment in communication, language and literacy and make good progress to reach average standards by the time they leave the school. Pupils with special educational needs and those with English as an additional language achieve well. This is because they are supported effectively by additional adults in lessons and work is generally matched to individual pupils' needs, so that they are able to take full part in learning at their own level. There was no evidence in lessons of any differences in achievement between boys and girls.
57. Good teaching in Years 1 and 2 is building successfully on the good progress pupils make in the Foundation Stage. This, supported by effective grouping of pupils, has contributed strongly to pupils achieving average standards by the end of Year 2. Teaching in Year 6 is consistently good, with some very good teaching and, as a result, pupils make very good progress when they achieve average standards by the end of Year 6. Teaching in Years 3 to 5 builds satisfactorily on the good progress made in Years 1 and 2. Pupils behave well and have positive attitudes to their learning. This is because teachers have high expectations of how pupils should behave, they value the contributions made by pupils of all abilities and have established good relationships with their pupils.
58. Planning is consistently good across the school. Learning objectives are clear and build effectively upon pupils' prior learning. There is good focus on specific areas for development, such as assessment, ICT and development of speaking skills. Significant effort is being made to raise standards in speaking and listening by ensuring that lessons are planned carefully to develop these skills through opportunities for talking to 'thinking partners' or 'hot seating' (where pupils take the part of a character and answer questions from the rest of the class). Teachers' use of questioning is good, particularly in Year 6, where teachers use questions expertly to support lower ability pupils so that they achieve. More able pupils are challenged to provide more detailed responses and use more exciting language. As a result, pupils achieve well in spite of their limited vocabulary. Guided reading sessions are well planned, with good use of reading targets and assessment. In Year 6, these sessions are very well taught. The school is aware that there is improvement needed in the way some staff teach guided reading and will be revisiting previous training for new staff. Pupils struggle with their writing and few admit to liking it. Writing sessions are generally well structured so that learning is supported effectively and resources are used well. In most lessons pupils make good progress during taught elements of lessons but the pace slows as they begin to write, and outcomes from lessons

are often rather limited. Teachers in Year 6 have a lot of ground to cover in order for pupils to achieve average standards in writing by the end of Year 6.

59. Since the last inspection there has been good improvement in ensuring that all pupils write the date and learning objective at the start of each piece of work and join letters consistently. However, progress in developing a neat style of handwriting has been limited and work frequently appears untidy and scrappy. This is because the new handwriting scheme has not been fully implemented with access to regular handwriting practice and teachers' expectations are not sufficiently high. Pupils are being well motivated to achieve their licence to use a pen. They are presented with a certificate and fountain pen, which they are expected to use.
60. Overall, assessment procedures in English are satisfactory. The recently introduced tracking system is helping teachers to know pupils' attainment levels well and staff are aware of pupils who are making insufficient progress. This knowledge has been used well to put in place effective intervention strategies to bring about improvement. Pupils in Year 2, for example, have been taught in smaller ability groups. This has enabled teachers to focus strongly on appropriate targets which have led to pupils making good progress and achieving well. Assessment information has been used well to set individual or group targets in reading and writing for all pupils and these are being used for all guided reading. However, pupils' knowledge of their targets is not consistent. Insufficient use of these in lessons means that pupils do not have full ownership of their learning or know how they can improve. An agreed approach to marking has been implemented, with good recognition of the need for different styles for different age groups. All marking is consistently positive and there is evidence in pupils' books that some teachers are providing clear information on how well pupils are performing and what they have to do to improve. However, this is not consistent practice. Some teachers use basic assessment effectively at the end of sessions to establish how well pupils consider they are doing, for example, by a show of hands. Again, this is not consistent practice. Pupils' knowledge of their own learning is therefore not satisfactory.
61. Good leadership and management have brought about good improvement, overall, since the last inspection. The English curriculum has been very effectively implemented and monitored throughout Years 1 to 6 and the National Literacy Strategy is fully in place. Pupils' achievements from minority ethnic groups are carefully monitored. The school is to be commended for enabling the first Year 6 pupils to achieve standards in line with those expected nationally. Key issues identified at the previous inspection have been met. There has been good improvement on reading attainment and teaching of the National Literacy Strategy in Years 1 and 2 and there are now good opportunities to practise reading in other subjects.

### **Literacy across the curriculum**

62. Pupils' use of basic literacy skills in other subjects is satisfactory. The school is aware that the development of writing skills is not yet being fully addressed. Planned opportunities to practise writing skills are not yet maximised. The school is providing good development of speaking and listening in all lessons and teachers' planning identifies good links wherever possible. Use of ICT in English is satisfactory.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards at the end of Year 2 have risen faster than the national trend since the last inspection.
- Teaching is good in Year 5 and very good in Year 6.
- Effective use is made of the National Numeracy Strategy.
- The marking of pupils' work is weak across the school.

- Pupils with special educational needs, and those who speak English as an additional language, achieve as well as their peers.
- Leadership and management are good.

### **Commentary**

63. Attainment on entry into Year 1 is below average. As a result of effective teaching, pupils make good progress in Years 1 and 2 and achieve well. By the end of Year 2, pupils' standards are in line with the national average and well above those of other similar schools. A significant strength of pupils' knowledge is their ability to use addition and subtraction with confidence and accuracy. Pupils' achievements are enhanced by the astute deployment of staff between January and May, which provide well-targeted, small group work, thus helping pupils prepare well for the National Curriculum tests at the end of Year 2.
64. A scrutiny of pupils' work shows that the good rates of progress in Years 1 and 2 slow somewhat in Years 3 and 4, but pick up markedly in Year 5 and accelerate rapidly in Year 6. The Year 6 group that took their National Curriculum tests in 2004 was the first to pass through the school and, although national, it is clear that this group reached at least average standards. A feature of work in Year 6 is the dynamic pace, the determined and sustained effort of pupils and the high quality of presentation in work.
65. Teaching and learning are at least satisfactory throughout the school, with some good teaching in Years 1 and 2, consistently good teaching in Year 5, and very good teaching in Year 6. Teachers have made effective use of the National Numeracy Strategy to present well-organised, clearly structured lessons that proceed with pace. All teachers have a positive rapport with their pupils and lessons are lively and interesting. A significant strength of teaching is the careful way in which teachers prepare work for pupils of differing prior attainment. In the best lessons, teachers' questioning of pupils is challenging and lively and verbal feedback to pupils is evaluative giving pupils a clear idea of what they need to do to improve further. By contrast, the quality of marking is weak, with few examples of critical analysis of pupils' work. As a result, pupils, apart from those in Year 6, do not have a sufficiently clear idea of their own strengths and weaknesses.
66. Teaching and learning for pupils with special educational needs are good. This owes much to the background work of the special needs and mathematics co-ordinator. Both keep copious notes on the progress of pupils as they pass through the school, updating pupils' targets against National Curriculum levels. As a result, teachers, even those new to the school, have a detailed picture of each pupil's most recent attainments and are able to prepare appropriate and challenging work. One weakness in special educational needs provision is the lack of numeracy targets in pupils' individual education plans.
67. Teaching and learning for pupils who speak English as an additional language are good. A key factor here is the clear and easy-to-follow explanations given by teachers that enable all pupils, but especially those who speak English as an additional language, to take a full part in lessons. Pupils from minority ethnic groups are supported effectively and so achieve well.
68. Leadership and management are good. Although the subject leader left during the summer, she has left the new co-ordinator in a strong position by providing a detailed file of information about performance in mathematics throughout the school, including an analysis of strengths and weaknesses of pupils' work in each year group. As a result, the school has an explicit and challenging action plan and a determination to further improve provision. Provision in mathematics has improved significantly since the last inspection. Teaching and learning have improved and, as a result, standards have risen faster than the national trend.

### **Mathematics across the curriculum**

69. Provision is satisfactory. During the course of the inspection, pupils in Year 6 apply their knowledge of number effectively to create formulae and use them in spreadsheets. Year 4

pupils utilise their knowledge of mathematics well when they learn how to use repeat commands and draw shapes on computer screens. A scrutiny of pupils' work shows examples of graphs and pie charts being used in ICT and data-handling supporting learning.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards have improved since the last inspection and now meet national expectations.
- Pupils have good attitudes to learning in science.
- There is a strong emphasis on scientific enquiry and oral work.
- The range of written work and teachers' marking remains rather limited.
- Current arrangements for managing the subject need to be reviewed.

### Commentary

70. Recent statutory assessments demonstrate that pupils in Year 2 were achieving average standards. This represents a good improvement since the last inspection, when standards at Year 2 were deemed to be well below average. There were no Year 6 pupils in the school at the time of the last inspection but recent statutory assessment tests taken by Year 6 pupils indicate that they have attained average standards and are achieving in a satisfactory manner, overall. The above average numbers of pupils in Year 6 reaching higher levels is good and reflects effective provision for them. Given a high proportion of pupils with special educational needs and English as an additional language, most pupils achieve satisfactorily between Years 3 and 6. Observations of lessons, together with a review of pupils' work, confirm that the school places a strong emphasis on scientific enquiry and thinking. Pupils have used appropriate investigations requiring them to observe, predict and evaluate. They are gaining a clear understanding of carrying out investigations in a 'fair' manner. The subject is providing good opportunities for pupils to work collaboratively, to discuss how to solve tasks and to talk about what they observe.
71. The quality of teaching is satisfactory, overall, with a significant proportion of lessons observed being good. Teachers, where lessons were good, plan thoroughly and have good subject knowledge. Challenging activities are planned, enabling pupils to reveal good scientific knowledge orally. In Year 2, pupils working on flowers producing seeds demonstrated good understanding of how plants grow and the factors affecting this. Recorded work in Year 2 pupils' books was rather limited and does not currently act as an effective vehicle for pupils to demonstrate their knowledge. Where expectations are high and tasks challenging, pupils generally react well, especially in the area of answering questions orally. In a Year 4 class, pupils revealed detailed knowledge and understanding of the skeletal system and other body systems. This is as a result of a variety of challenging activities being planned to promote their knowledge. For example, the velcro floor map of the skeleton proved an especially effective use of interesting resources. Challenge, discussion and questioning are used well to foster positive attitudes to science. Within lessons there is a good emphasis on correct use of scientific vocabulary and classification.
72. There is little evidence of information and communication technology being used in lessons to support the subject's development. Teachers' marking does not help pupils to improve their work. Although methods of writing experimental evidence are well developed with older pupils, recording of work using the full range of scientific methods remain underdeveloped, as at the time of the last inspection. Opportunities for pupils to draw diagrams to explain their understanding are missed. Pupils themselves have little idea of what they need to do to improve in the subject.

73. More able pupils perform well in science lessons, reflecting the school's good efforts to ensure that all pupils are included in lessons with tasks matched to their abilities. Similarly, pupils from minority ethnic groups are supported effectively in lessons and achieve well.
74. The subject has been well led and managed since the last inspection and the significant rise in standards is a result of this. However, the current position of having two temporary co-ordinators has resulted in a situation where roles and responsibilities are unclear. Monitoring of teaching in the subject and target-setting have been overseen effectively by the headteacher. However, the current co-ordinators do not have an overview of the subject through an examination of teacher assessments or pupils' work and individual targets.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Good leadership and management.
- Teaching is good, overall, and teachers' expertise has considerably improved since the last inspection.
- Pupils' knowledge of how to use multi-media presentations is above expectations.
- Assessment procedures are underdeveloped.
- Pupils are not told how they could improve the level of the work.

### **Commentary**

75. Since the previous inspection effective leadership and management have brought about considerable improvements in resources and in teachers' expertise. Good monitoring of provision means that the ICT suite is used well and supports pupils' learning in other subjects satisfactorily. Assessments are recorded on annual reports to parents. However, formal record sheets are not in use by teachers to record the level of pupils' knowledge, which would enable teachers to use assessment more effectively.
76. Standards in Years 2 and 6 are in line with expectations. This is a significant improvement since the last inspection. A significant strength of Years 6 pupils' knowledge is in how they use multi-media presentations. Nearly all Year 6 pupils use computers to create good quality products. For instance, they add images effectively to produce multi-media presentations of play scripts. Most Year 6 pupils add a border and change the style and size of lettering well. Most pupils in Year 2 create effective designs of creatures. The majority of pupils word process and save effectively.
77. Teaching is good and is having a positive impact on pupils' learning in all aspects of the subject. In the lessons seen there were some significant strengths. For example, effective use of an overhead projector allows pupils to learn how to use the computers. Good teacher knowledge means that Years 5 and 6 pupils learn how to enter data efficiently when creating spreadsheets. Basic skills are taught effectively when Year 2 pupils learn to navigate computer programs and find out about creatures that live in fields. Insistence on high standards ensures that pupils behave well when using computers. The encouragement from teachers ensures that all pupils, including those with special educational needs, are confident of attempting any task using ICT. All pupils, including pupils who speak English as an additional language and those from minority ethnic groups, are integrated well in sessions as a result of teachers' use of time and resources. Teachers do not often tell pupils how they could improve their work and attain higher levels of the National Curriculum.

### **Information and communication technology across the curriculum**

78. The development of pupils' ICT skills is linked satisfactorily to other subjects. For example, pupils in Year 6 learn computer and mathematical skills at the same time as they learn how to create formulae to solve adding and multiplication problems. Pupils in Year 3 learn

satisfactorily how to explore a website while they find out about different types of weather.

Pupils in Year 4 learn to use repeat commands to create patterns and shapes on the computer screen.

## **HUMANITIES**

79. As it was only possible to see one lesson of geography and history during the inspection, no overall judgement could be made on the provision, teaching or standards in these subjects.
80. In the **geography** lesson, teaching and learning were satisfactory, overall. The teacher uses effective methods when she revises previous learning. Basic skills were developed effectively when pupils in Year 4 learnt how to compare two different geographical features. Good teacher expertise in questioning skills allowed pupils to learn about the strengths and weaknesses of locations. Recorded work from a previous year demonstrated that a study of rivers had been undertaken in Year 6 and that appropriate geographical vocabulary had been used. Standards here were at expected levels for the subject, but there is insufficient evidence for a secure judgement to be made regarding overall provision.
81. In the **history** lesson, standards and achievement were good. Pupils in Year 5 were investigating effectively historical objects and pictures relating to their study of the local area and changes within it. Teaching and learning in this session were good. An analysis of the previous Year 6 history books revealed similar good standards of work. Written work in these books was of an above average standard and analysed effectively original historical material relating to evacuation in World War II. Pupils of all abilities appeared to be included well in tasks and were achieving effectively. Current display work in school indicates evidence of visits to support history work and planning for use of information and communication technology was seen. Pupils remember their historical studies well. The humanities co-ordinator is well qualified to lead the development of history but has only very recently undertaken this position. The evidence suggests that history is a subject secure in the curriculum.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils in Year 6 achieve very well.
- Resources are used effectively.
- Teachers' feedback does not explain to pupils what they have done well.
- Pupils make good progress in Years 1 and 2.
- Leadership and management are effective.

### **Commentary**

82. Religious education has a high status across the school. This is an improvement on the position found at the previous inspection. Most pupils in Year 6 make very effective progress and this is due to teaching being very good. Older pupils recall facts about Christianity and Islam well and recount the main points from Bible stories effectively. Religious education lessons often develop pupils' moral awareness and their understanding of others' beliefs. For example, this was seen when pupils in Year 6 discuss the religious symbolism of clothes worn

at Hindu weddings. A significant strength of teaching is in the way teachers use resources. For instance, very effective use of a Hindu visitor meant that pupils in Year 6 discuss deeply what happens during wedding ceremonies. Discussions with pupils show that the curriculum is developed well. Most pupils are achieving effectively as a result of the practical way it is taught. The majority of pupils in Year 4 could name several religious symbols. This is partly because games are used to make learning memorable. Teachers plan many opportunities for pupils to reflect on the meanings of stories. For instance, pupils understood the meaning of the Good Samaritan well. All groups of pupils, including those with special educational needs, are incorporated well in sessions as a result of the teacher's organisational skills. Teachers' oral feedback is not linked to the main learning objective for the lesson.

83. Teaching in Years 1 and 2 is good and pupils achieve well. Standards in Year 2 meet locally agreed expectations. Most pupils achieve effectively when they study Christianity and Judaism. The teacher's good expertise means that pupils in Year 2 learn to hold and handle a Torah effectively. Good teacher questioning allows pupils to learn about the sacred writing in a Torah. Most pupils have a satisfactory level of knowledge of sacred writings from Judaism and Christianity. Pupils who speak English as an additional language are included effectively in lessons because of teachers' high expectations of them.
84. The co-ordination of this subject has achieved good improvements since the previous inspection. Pupils make good progress in Years 1 and 2. The curriculum and teachers place even more emphasis on teaching pupils about other faiths and prepare pupils well for life in a multicultural society. ICT is now used effectively to research various religious education projects.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

85. No overall judgement on provision and teaching was made in art and design, design and technology and music. Three music lessons were seen but these covered rather limited aspects of the subject.
86. Pupils' creative skills are being developed well. There are a few bright **art and design** displays around the school, which indicate that teachers plan a satisfactory variety of activities and that pupils are encouraged to use an appropriate range of media. Teachers' planning is good, overall. Basic skills in colour mixing appear to be well taught since paintings include a good range of primary and secondary colours and sound use of tones to enhance their work. Basic skills in painting are taught effectively as shown by careful application of paint with well chosen colour schemes. Based on work seen in displays, standards in art and design would seem to meet expectations by the time pupils leave the school, which indicates that provision is satisfactory. Pupils speak with enthusiasm about both art and design and design and technology and have good recall of work done over time. In discussion they expressed enjoyment of a visit to Tate Modern and could name Van Gogh and Picasso as artists they recognise.
87. Pupils have very positive attitudes towards **design and technology** as well as art, showing positive attitudes to their learning. They demonstrated clear understanding of health and safety issues when using tools and were able to describe in detail how this was presented to them in lessons. Year 6 pupils showed good understanding of the design and make process generally and could explain how to strengthen structures and why this is important in designing. For instance, Year 6 pupils talked about how and where to strengthen a model fair-ground ride. Links with science, mathematics and English were well identified. They understood why evaluation is important and can outline the key areas accurately.
88. A scrutiny of teachers' records and plans indicate that **music** is planned appropriately and meets the requirements of the National Curriculum. A feature of the limited number of lessons seen was the positive links teachers make between music, dance and drama. On more than one occasion this brought lessons to life and enabled pupils to take a full and constructive part

in the activity. Although singing was only heard in one Year 1 lesson, singing in assemblies was broadly in line with national expectations. The subject co-ordinator had only been in post two weeks at the time of the inspection. However, she is well qualified and has already drawn up appropriate plans to further develop the role of music across the school.

## PHYSICAL EDUCATION

Provision in physical education (PE) is **satisfactory**.

### Main strengths and weaknesses

- Standards in football are good and in swimming are above national expectations.
- There is a good range of after-school activities.
- An annual residential trip makes a positive contribution to pupils' physical development.
- There are good links between dance, drama and music.
- Teachers' feedback to pupils in lessons is weak and rarely gives pupils a clear picture of how they might improve.

### Commentary

89. Not enough lessons were observed during the inspection to make a reliable judgement on standards in all aspects of physical education. However, teachers' records show that the comprehensive programme of swimming for pupils in Year 3 enables nearly all pupils to reach the standard expected at the end of Year 6. A significant number exceed such levels and gain swimming awards for exceeding twenty-five metres. The well-planned programme of PE lessons places considerable emphasis on games, and football is a popular feature for older pupils. The staff organise a wide range of competitive games against other schools and last season the school won the local Mitcham and Morden Primary Schools League with an impressive record.
90. During the inspection, a number of effective lessons cleverly combined elements of dance and music. A Year 5 music lesson taught pupils about keeping a beat, but also included elements of traditional dance. The lesson ended with a superb performance in which pupils showed considerable confidence in completing a dance routine.
91. Teaching and learning are satisfactory. Lessons are well organised, lively and make good use of the school's resources. A consistent weakness in lessons is the limited feedback teachers give to pupils about their performance. In all lessons, individual pupils were asked to illustrate a good performance, but even here teachers failed to make it clear to other pupils why this performance was judged to be good. As a result, pupils did not have a very clear picture of what they needed to do to improve further.
92. A positive feature of the school's provision is the range of opportunities for pupils to develop their skills in activities outside the school day. These include gymnastics, country dancing, football, tennis and modern dance. All are well supported and much enjoyed by pupils. At the end of each school year pupils in Year 5 have the chance to take part in a five-day residential trip to Hayling Island, where they engage in unusual activities such as rock-climbing, abseiling and orienteering.
93. The subject leader is new to the school and had only been in post two weeks at the time of the inspection. However, he is well qualified for this role and has already drawn up an ambitious action plan to further develop the work in physical education across the school.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education (PSHE) is **good**.

### Main strengths and weaknesses

- PSHE is often taught through other subjects.
- Teachers have high expectations of pupils.

## **Commentary**

94. Standards meet expectations and teaching and learning are effective. Weekly lessons are well established and discussions with pupils indicate that they achieve effectively. The majority of pupils in Year 6 demonstrate above average levels of maturity when they discuss things they will remember about the school. For example, one Year 6 pupil said that he would always remember working with his friends and the kindness of the teachers. The teachers do take every opportunity to discuss aspects of personal and social development with pupils at the start of morning and afternoon sessions. A good programme of study ensures that pupils learn about the values and beliefs of others very effectively. As a result, pupils throughout the school understand what it is to be a good citizen. Sex education and drugs awareness are covered satisfactorily for pupils in Years 1 to 6. Overall, leadership and management are good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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