

# INSPECTION REPORT

## **ST ELPHEGE'S RC INFANT SCHOOL**

Wallington, Surrey

LEA area: Sutton

Unique reference number: 102997

Headteacher: Mrs Frances Hawkes

Lead inspector: Mr Phil Mann

Dates of inspection: 9<sup>th</sup> – 12<sup>th</sup> May 2005

Inspection number: 267774

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant  
School category: Voluntary Aided  
Age range of pupils: 3-7  
Gender of pupils: Mixed  
Number on roll: 206

School address: Mollison Drive  
Roundshaw  
Wallington  
Surrey  
Postcode: SM6 9HY

Telephone number: 020 8669 6306  
Fax number: 020 8773 9789

Appropriate authority: Governing body  
Name of chair of governors: Mr Tom Tamplin

Date of previous inspection: 11<sup>th</sup> Jan 1999

## CHARACTERISTICS OF THE SCHOOL

St Elphege's RC Infant School has 206 pupils on roll, aged 3 to 7. The school is situated in the residential area of Roundshaw in Wallington, Surrey. The school serves a wide catchment area that is reflected in the local Roman Catholic parish. Some pupils travel quite a distance to come to school but most live in the local housing estate and some come from two sites for Travellers. About a third of pupils are of minority ethnic origin and about a quarter of pupils speak English as an additional language. Overall, the home backgrounds of most pupils are well below that expected nationally and the number who are in receipt of a free school meal is above the national average. The building dates from 1960, and a new nursery building is a recent addition. At the time of the inspection, there were 79 children under five in the nursery and reception classes. These children enter reception with levels of attainment that are well below average when compared to children of similar age. A fifth of the pupils have been identified as having special educational needs of which nearly a quarter of these receive support from outside agencies. Currently there are three pupils with a Statement of Special Educational Need.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23219	Phil Mann	Lead inspector	English, Geography, History, Physical education
9468	John Arscott	Lay inspector	
29988	Lynne Thorogood	Team inspector	Areas of learning in the Foundation Stage, Art, Music
22657	Mark Madeley	Team inspector	Special educational needs, Mathematics, Science, Information and communication technology, Design and technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **very good** and particularly effective school that provides a wealth of learning opportunities for all pupils to succeed in. The basic skills of literacy and numeracy are taught very well. A very significant emphasis is placed on the effective teaching of writing with the result that pupil achievement in this aspect of learning is very good. Teaching is very good overall with some excellent features. The headteacher provides outstanding leadership in her quest to raise standards further. Governance is very good. Taking all factors into account, especially the high level of pupil achievement, the school provides very good value for money.

#### Main strengths and weaknesses

- Pupils achieve very well in reading, writing, mathematics and science.
- There are insufficient resources in information and communication technology to improve pupils' achievement in line with other subjects.
- Teaching is very good overall across the school; it is consistently very good for children in the Foundation Stage.
- In this school every child matters and procedures for including pupils in what it does are excellent.
- All pupils, including those who are highly mobile or those whose home language is not English display very positive attitudes towards learning.
- The partnership with parents and carers of pupils is excellent and links with the community are a real strength.
- First class leadership ensures that the mission statement comes to life in all that the school does.

The school has continued to maintain the good features identified at the previous inspection and improve the quality of education further. Provision for children in the nursery has been significantly enhanced and much of the school has been refurbished. However, resources for information and communication technology are not sufficiently developed to consistently support the effective teaching of skills in this subject.

### STANDARDS

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	B	A	A	A*
writing	B	A	A	A*
mathematics	B	A	A	A*

*Key: A\* - very high; 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*

Pupil achievement is **very good** overall across the school. Children enter the nursery with levels of attainment in all areas of learning that are well below that expected of similar aged children. All of these children make very good progress overall because of high quality teaching. By the time they start in Year 1 some have made a good start in the national curriculum but most are still working at below average levels. Similarly very good rates of progress are maintained in the infant classes. This is particularly so in the basic skills of literacy and numeracy. As a result, standards in writing are well above average for seven year olds; they are above average in reading, mathematics and science. These inspection findings are supported by the consistently very high standards being attained in the national tests at the end of Year 2 over the last few years. Pupils in need of extra help, such as those with special educational needs, speak English as an additional language or come from Traveller families, also achieve very well because of the very good levels of support provided for them. Good progress is evident in many other subjects except in information and communication technology where an insufficient number of computers limits the opportunities for the pupils to consolidate skills.

It is abundantly clear that all pupils thoroughly enjoy being at this school. They respond very well to the school's high expectations of how they should behave in and around the premises. Pupils are very enthusiastic, are thirsty for knowledge, and well motivated to do their best. The quantity and quality of work done by the pupils impressed inspectors and this is particularly so in writing where presentation is neat and letters are well formed. The **very good** provision for moral, social and cultural development and the delightful relationships between pupils make a significant contribution to the very positive climate for learning. The opportunity for pupils to live and enjoy spiritual experiences is extraordinary. Pupils feel that learning is fun and as a result the level of attendance and punctuality is very good.

## **QUALITY OF EDUCATION**

The quality of education is **very good**. Teaching is **very good** overall with variations between satisfactory and excellent. Planning is very detailed and the quality of the teachers' marking and assessment of the pupils' progress is particularly very good in English.

The school provides a very good curriculum that caters for the needs of all pupils. This ensures that all pupils are fully included in all the learning opportunities available. Learning is enriched by a very good range of visits and visitors, and further promoted by a very good range of clubs and other activities before and after school. The overall provision for children in the Foundation Stage is very good with a very strong emphasis on learning through play in these classes. All pupils in need of extra help in their learning receive very good support from the staff.

The very effective provision for pupils' welfare and guidance reflects the very caring ethos underlying the mission statement. The care and intimate knowledge of each pupil and their home backgrounds adds relevance and accuracy to the educational guidance the school gives its pupils. This is based on meticulous assessment and monitoring.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The inspirational leadership of the headteacher has built a very effective team of staff who strive to improve even further the standards that pupils achieve. The leadership of other key staff is very good. Co-ordinators are very knowledgeable and monitor their subjects thoroughly. Governance is very good and governors ensure that the school fulfils its statutory responsibilities. The governing body knows the strengths and weaknesses of the school because of their deep involvement in school improvement. The very good management of the school ensures that it runs smoothly, finances are spent wisely and self-evaluation is accurate.

## **PARENTS AND PUPILS VIEWS**

Parents are unanimous in their praise for the way the school performs in every aspect covered by the questionnaire. This is not just tacit approval, but active and practical, with a profound impact on pupils' attitudes and performance. Even the high levels of homework achieve complete approval. Pupils are similarly unanimous in their love of the school, the interesting and challenging lessons and the general friendliness of everybody around the building. Most of all, they think the teachers are their friends and deserve their trust.

## **AREAS FOR FURTHER IMPROVEMENT**

The most important thing the school should do to improve is:

- Improve the overall quality of provision for information and communication technology.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **very good** overall across the school. **Well above** average standards are being attained by seven-year-olds in writing. Standards are **above average** in mathematics and science. Standards are at least average in all other subjects.

#### Main strengths and weaknesses

- The very high standards in writing support the very good levels of achievement in many other subjects.
- The insufficient number of computers restricts the achievement of pupils in information and communication technology.
- The achievement of children in the Foundation Stage is very good overall in all areas of learning.
- The achievement of pupils in mathematics and science is very good; it is good in a range of creative and practical skills.
- The achievement of all pupils in need of extra support is as good as their classmates.

#### Commentary

1. The results in the 2004 national tests for seven year-olds are well above average in reading, writing and mathematics. Standards in science are also well above average based on teacher assessments. When these results are compared with schools of similar circumstances and based on free school meals, they are very high and in the top five per cent in all three categories. These very high standards have been maintained for the last two years. Generally girls do a little better than boys in reading and writing; boys generally do better than the girls in mathematics. However, both gender groups are performing consistently above the national median for their age group at seven years of age.

#### Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.5 (17.5)	15.8 (15.7)
writing	16.6 (16.0)	14.6 (14.6)
mathematics	18.2 (17.4)	16.2 (16.3)

*There were 49 pupils in the year group. Figures in brackets are for the previous year*

2. The school places a strong emphasis on developing the pupils' literacy skills. Inspection evidence confirms that all pupils make good progress throughout each school year. As a result, the overall standards in writing are well above average by the age of seven with about 30% of pupils in Year 2

scheduled to attain the higher Level 3 in the national tests this year. Letter sounds and spelling skills are taught very well from an early stage with the result that older pupils use interesting vocabulary in their stories and many other forms of writing by the end of Year 2. Opportunities for writing are planned not only in literacy lessons but in those for other subjects. As a result, pupil achievement is very good overall because writing permeates the entire curriculum.

3. Children in the nursery and reception classes make very good progress on the very low levels of attainment when they start school in the nursery. Their achievement is very good in all areas of learning and by the time they enter Year 1 some children have attained the Early Learning Goals in all areas of learning and are already working in the National Curriculum. However, the overall attainment when pupils enter Year 1 is below average both locally and nationally.
4. Pupil achievement is equally very good in mathematics and science and by the time they reach the end of Year 2 standards are above average. Pupils work hard to improve on the below average levels of attainment when they enter Year 1. Teachers use a range of opportunities in other subjects to develop the pupils' numeracy skills. Pupils display good levels of curiosity in science. They record their thoughts effectively in their work, making good use of their improving literacy and numeracy skills. This sense of enthusiasm is also shown in the high quality work seen in many other subjects. Paintings, displays around the school, discussions with pupils and scrutiny of their work confirm the good levels of achievement demonstrated in other subjects.
5. Although overall achievement in information and communication technology is satisfactory it is not as good as in other subjects. Although, pupils experience a good curriculum, which embraces the full range of topics that need be covered, the number of computers available is not enough to provide sufficient opportunities for the effective consolidation of skills.
6. All pupils needing extra support achieve as well as their classmates. Pupils with special educational needs make very good progress against the targets set for them. They are very well supported by high quality classroom assistants and additional programmes aimed accurately at their weaknesses. Those whose home language is not English make rapid progress in the acquisition of the necessary language skills to take part in lessons. Whilst pupils from mobile Traveller families achieve equally well while present at the school. Those from families that have settled in the area make particularly significant progress in their literacy and numeracy skills.

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

Pupils have **very good** attitudes towards school and the relationships they form are **very good**. On the whole, behaviour is **good** and there are no exclusions. Spiritual, moral, social and cultural development are all **very good**. Attendance and punctuality are also **very good**. The school meets the statutory requirements with respect to the daily act of collective worship.

### **Main strengths and weaknesses**

- Very good spiritual, moral, social and cultural development provides the solid foundation on which the very good attitudes, relationships, and good behaviour are built.
- The excellent relationship between the school and the parents is the driving force behind the very good attendance.
- There are no weaknesses.

## Commentary

### Attendance

7. The school has worked hard and successfully to improve attendance, and is very well supported by the education welfare officer. The levels of both authorised and unauthorised absences are now better than the national averages. This is a significant improvement since the previous inspection. The friendly 'Open Door' atmosphere, the welcoming front desk image, largely due to the efforts of the school secretary and administration staff, and above all the genuine partnership with parents has transformed attendance from unsatisfactory to very good. The warmth and sincerity of the school's message has penetrated the transient population of asylum seekers and the Travellers so successfully that there is little or no difference between their attendance and that of the local residents. Lateness is monitored well. There were no pupil exclusions in the last reported year.

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

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.0
National data:	5.1	National data:	0.4

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

8. Pupils' attitudes to the school continue to be very good. Pupils display a keen enthusiasm for school and lessons, and willingly take part in a range of activities. The opportunities for these young pupils to show initiative and to take on responsibilities are limited. They are very well motivated, and the overall response to teachers is very good. Pupils are devoted to the staff, particularly the headteacher, and are keen and eager to learn and do well to earn their praise.
9. The school expects and achieves a good standard of behaviour. Discipline is very firm and transparently fair. Self-discipline is a growing skill amongst the older pupils. Relationships between staff and pupils are very good and this clearly has a positive impact on the desire to learn and the achievement of pupils. Pupils are polite, courteous and respectful without being prompted. Anti-social behaviour is extremely rare mainly because the staff deal with potential incidents before they become problems.
10. The school is a garden of faith where opportunities for reflection, self-awareness and spiritual development flourish. The school's ethos brings pupils, parents and staff together as a family. This caring environment provides a strong moral framework where all pupils clearly understand the difference between right and wrong, and where they are tolerant and show respect for the feelings of others. Pupils know and understand the value of charity and helping the less fortunate. Parents and pupils come from a wide variety of faiths and

cultures, and the school encourages everyone to collectively celebrate and share their traditions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Teaching is **very good** overall and all pupils are **very effectively** cared for. The partnership that the school has established with parents and carers of pupils at the school is a **significant strength**.

### Teaching and learning

The quality of teaching, learning and assessment is **very good** overall.

### Main strengths and weaknesses

- Consistently very good overall teaching in the Foundation Stage is ensuring that these children make good progress in all areas of learning.
- The very effective teaching of literacy skills makes a significant contribution to the overall achievement of all infant pupils.
- Learning support assistants make an outstanding contribution to all pupils' learning and in particular to those in need of extra support.
- All pupils respond very well to the very high expectation of teachers.
- The quality of assessment is very good and this ensures that planned tasks are very effectively matched to the ability of all pupils.
- Teachers use homework very well to support learning in class.

### Commentary

#### Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	11	3	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. The quality of teaching and learning across the school is very good overall. It is good or better in four out of every five lessons and no unsatisfactory teaching was observed during the inspection. The high quality teaching noted at the time of the previous inspection has been built on and developed further. This very good teaching ensures that pupil achievement overtime is very good. The quality of teaching for children in the nursery and reception classes is consistently good or better with over half seen being very good. As a result, the achievement of these children is particularly very good starting from a very low base. By the time they start in Year 1 some have achieved the Early Learning Goals in all areas of learning and are already working on the National Curriculum.
12. All teachers place a very strong emphasis on the very effective teaching of literacy skills. Literacy lessons are very effectively planned in accordance with the principles of the National Literacy Strategy. Letter sounds and spellings are effectively taught each week providing pupils with the confidence to read and write at length. Furthermore, this very effective teaching of writing skills makes a significant contribution to the overall achievement of all infant pupils.

13. The quality of teaching in other subjects, such as in numeracy lessons, is as good. However, teaching is not as good and only satisfactory when the subject knowledge of teachers is less secure such as in physical education. These weaknesses have already been recognised by staff with responsibilities through effective monitoring of teaching and learning. As a result, staff training is being included within the next round of school improvement.
14. All teachers make very good use of resources, including interactive whiteboards, to make lessons interesting and fun. Excellent use is made of learning support assistants who overall make an outstanding contribution to all pupils' learning. This is particularly so for those pupils who are either Travellers, whose home language is not English or have special educational needs. For instance, classroom assistants and support staff work very effectively alongside identified pupils in lessons or in small withdrawal groups. Techniques such as, using a mini whiteboard to provide simple illustrations for a pupil whose home language is not English to explain the teacher's instructions and teaching a small group in class, exemplify this very good practice. All pupils in need of extra support make equally good or sometimes better progress than their classmates because of this very high quality support.
15. Teachers have very high expectations of what pupils in their class can achieve. This is based on every teacher fully understanding what each of the pupils in their class is capable of. This very good knowledge is informed by comprehensive marking and assessment of the pupils' work. The marking of the pupils' English work is particularly good. As a result, tasks are very effectively matched to pupils' needs in lessons. This ensures that most pupils work hard with their activities. The quality of learning is very good because pupils value what is being done for them.
16. All teachers make very good use of homework to support learning in class. This is particularly so in mathematics where very good dialogue and support have been established with parents and carers of pupils through a dedicated workbook. Other equally effective procedures have been established for spellings and reading. Parents and carers of pupils at the school are full of praise for these opportunities to be involved in their child's learning.

## The curriculum

The school provides a **very good** curriculum that caters for the needs of all pupils. Learning and social development are enriched by a **very good** range of additional activities, before, during and after school. Accommodation and resources are **satisfactory** overall.

## Main strengths and weaknesses

- The quality and range of learning opportunities are very good and there are very effective opportunities for enrichment, both within and outside the school day
- Provision for children in the Foundation Stage is very good, with an emphasis on children in these classes learning through play.
- Curriculum development, including subject focus weeks, enables teachers to make very good links between subjects, which helps to promote learning.

- There are very good arrangements in place to make sure that all pupils have equal access to the learning opportunities on offer, regardless of their background or ability.
- Very good links with the junior school ease transfer at the age of seven.

## Commentary

17. The school works hard to provide a very good, broad and balanced curriculum. Staff use out of school visits very well to broaden pupils' educational experiences, and a wide range of visitors such as local clergy, a storyteller and theatre group make a very good contribution to learning. Learning is further promoted beyond the school day with a variety of clubs and other activities before and after school. This includes sports, dancing, and music as well as extra classes in mathematics and English. Out of school activities are very popular and well attended.
18. Provision for children in the Foundation Stage is very good. They benefit from a range of learning opportunities to develop their knowledge and understanding across all recommended areas of learning, with an emphasis on play. This gives them a very good start to their education, and promotes a very positive attitude to school.
19. Teachers have developed subject-focused weeks, such as 'book week' and 'other faiths week', in which several other subjects link with the main theme. These are very effective in widening pupils' experience and encouraging them to apply what they have learned in a new context. For instance, in 'other faiths week' some art and design work was undertaken, and there were very good opportunities for writing. An emphasis on developing creative subjects has resulted in pupils producing good quality work and performances in art, dance and music.
20. The provision for all pupils requiring extra support is very good. Pupils with special educational needs are identified early during the Foundation Stage, and teaching assistants work very effectively with those who need extra help. Pupils using English as an additional language, and those who find concentrating difficult benefit from good individual support, and staff work hard to make sure they participate fully in lessons.
21. There are very good links with the neighbouring junior school, including a range of joint activities and celebrations. In the summer before they enter the juniors, pupils in Year 2 are introduced to a 'buddy' from Year 5, so they have an older friend when they move up in September. Parents have an opportunity to meet the junior teachers, and pupils spend a morning in their new class towards the end of the summer term. These very good arrangements ease the transfer at the age of seven.

## Care, guidance and support

Health and safety provision is **very good**. Pupils' progress is monitored **exceptionally well** and as a result the academic advice and guidance given to

pupils is **very good**. The school is **very good** at listening to the concerns and aspirations expressed by these very young children.

### **Main strengths and weaknesses**

- Teachers know and understand the needs of pupils in their care very well.
- The overall pastoral care, safety and welfare of pupils are very good.
- The quality and use of pupils' personal records are excellent.
- Relationships between pupils and staff are very good.
- The school listens very carefully to what its pupils say.
- There are no significant weaknesses.

### **Commentary**

22. Very high quality pastoral care for all pupils is the natural outcome of the Mission Statement and the family ethos of the school. The school has very detailed knowledge about the progress and background of each child. This comprehensive source of information enables teachers to make informed judgements about the support and guidance that each child needs. The school monitors these records extremely thoroughly in order to establish trends and identify where barriers to learning exist. Procedures for child protection, safety and welfare are very firmly established and are known to all the staff. The school works very closely with several welfare agencies to resolve a wide range of sensitive social and health issues brought to the school by the children and their families.
23. The daily practice of health and safety in the school is in the capable hands of the caretaker. A rigorous risk assessment is undertaken termly and involves senior staff and governors. The school monitors and reviews safe working procedures regularly and arrangements for dealing with accidents are clearly set out. The provision for first aid and supervision at mealtimes is very good. The school invites representatives from the Police and Fire Service to teach children how to protect themselves and others.
24. Friendship, tolerance and co-operation thrive in the family atmosphere. Staff provide very good role models. There is mutual trust and respect between pupils and staff and this results in some delightful relationships. Even though these pupils are very young, the school encourages pupils to take an active part in the School Council and this gives many pupils the confidence to voice their opinions in public.
25. The provision for pupils in need of extra support such as those with special educational needs, is very good. Pupils are quickly identified and individual plans are well written to meet their learning needs. Pupils who speak English as an additional language or come from the Traveller community also receive equally very good levels of support.

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

The school has succeeded in creating **excellent** links with parents. The school also has **very good** links with the community and **very good** induction and transfer arrangements with other schools in the area.

### **Main strengths and weaknesses**

- A powerful relationship with parents with huge academic and material benefits.
- Very good quality information for parents about standards and progress.
- The way the school seeks and values parents' views.
- Very good transfer procedures to and from the school have been developed.
- There are no significant weaknesses.

### **Commentary**

26. Under the direction of the headteacher, the school has been working tirelessly to improve on its satisfactory relationship with parents at the time of the previous inspection. The school has been so successful that an excellent relationship now exists with parents. The love and devotion of pupils towards their school has been taken home and spread amongst the parents. The questionnaire reveals practically unanimous and total approval and support for all that the school does. There is massive parental support at all school functions and there is a thriving Parent Teacher Association. The fact that the parents painted and decorated the whole school premises is a good measure of their active support. Many parents help as reading listeners in the classrooms. These parents want to be part of the school and their children's education, and this has a significant impact on attendance, attitudes and standards.
27. The quality of information provided for parents is excellent because it is based on extensive assessments and monitoring. For example, pupils' annual reports show that teachers have a profound knowledge of each child's learning, and include detailed targets for pupils' improvement. The school runs popular and successful work shops to help and guide parents on the best ways to help their children at home. The school responds very well to parents' suggestions and concerns.
28. Pupils' learning is considerably enhanced as a result of many links with the parish and the community at large. The large and enthusiastic choir is very popular. The school hosts many visitors as a result of its Beacon Status. The school population is itself a huge cultural resource and this is used successfully to enhance pupils' tolerance and wider understanding of the world. Pupils' personal development and sense of citizenship is improved as a result of the strong links with the community.
29. On the whole, the school has very good links with other schools. The school has particularly good induction arrangements for pupils entering the nursery. Golden Time and the PSHE curriculum are used to boost pupils' self esteem and confidence to prepare them for a smooth transition to junior school next door. The school also hosts community service placements from local secondary schools and enjoys the opportunity to call on the expertise of sporting and music staff and students at the nearby Catholic boys' high school.

## LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are **very good**. The governance of the school is **very good**. The leadership of the school by the headteacher is **excellent**. The leadership of the school by the other key staff is **very good**. The school is **very effectively** managed.

### Main strengths and weaknesses

- The headteacher knows her children and staff extremely well.
- Governors have well developed systems for gathering information about the school.
- Financial systems are very effective in managing the school's finances.
- Most subject co-ordinators are highly effective in leading their subject.
- Student teachers are very well supported.

### Commentary

30. The headteacher leads the school exceptionally well because she knows the strengths of each child and each staff member and is fully involved in everything that goes on. She led the consultation, across all parties, on the school's new mission statement and it now has the highest profile in every aspect of the school's work. She communicates her very high expectations of every pupil very well to her staff, who, in turn, follow her example because she has developed them into a very experienced and skilled team. No pupil is ever left out, for instance exceptional links have been made with Traveller families, most of whom now support their children well and rarely allow them to miss school. Other vulnerable pupils are also supported extremely well and make very good progress towards their targets, like all the other pupils.
31. The governance of the school is highly skilled and knowledgeable. Governors support the school very well but are always ready to ask the 'difficult questions'. They carry out their statutory duties conscientiously and very thoroughly. They have in place systems that keep them informed of what is happening in school and this helps them when making decisions. Governors take their duties very seriously, for instance giving up time to talk to co-ordinators, helping with a poetry day and regularly discussing the special educational needs provision with the manager.
32. The deputy head and other key staff are given time to perform their extra duties and undertake them very well. Management of most subjects is very good with staff monitoring pupils' learning closely and responding positively after evaluating data from assessments. The number of staff is relatively small and much information, including support, is exchanged informally but effectively. Student teachers are supported very well because staff are well trained in their role, have time to carry it out and they want to share their expertise.
33. The management of special educational needs provision is very good. The programme is monitored well. Data is kept on individual pupils' progress and

carefully analysed to evaluate the effects of the programme. Support staff are a key element in the success of this school. Their contribution is valued highly by the headteacher and colleagues. They are skilled, patient and kind to all the children they come into contact with. Further support for those pupils from the Traveller community and for those whose home language is not English is also very good.

34. Finances are managed very well to meet the priorities set out in the school's improvement plan. Every initiative is considered closely and the financial implications discussed. The day-to-day financial management is very strong. The recent audit report was very complimentary and the very few recommendations have been followed up. The governing body maintains a close watch over funding because the bursar makes available the up to date figures at every meeting. The 'carry forward' is greater than 5% but is mostly an accumulation of funds which the governors have set aside for providing shade for the new nursery and playground and for maintaining the high ratio of classroom assistants. The governing body and school management are very aware of best value principles. They not only think of best value in terms of purchases made or contracts tendered for but also in terms of the school doing a good job with the finance available.

**Financial information for the year April 2004 to March 2005**

<b>Income and expenditure (£)</b>		<b>Balances (£)</b>	
Total income	722 209	Balance from previous year	64 189
Total expenditure	688 208	Balance carried forward to the next	98 192
Expenditure per pupil	3 750		

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

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

35. Since the last inspection there have been significant changes in the profile of children entering the Foundation Stage. Currently, many more use English as an additional language and more come from families in highly mobile or unsettled circumstances, such as Travellers or refugees. It is therefore not appropriate to make comparisons with standards attained at the time of the last inspection. Attainment on entry to the Foundation Stage is well below expectations for children of this age. This is particularly so in their use of language and in their social skills. A very good improvement in the provision for nursery children is the new classroom and outside play area.
36. Very good procedures for the induction of children into school have been implemented. For example, before children enter the nursery class the nursery teacher makes home visits. With meetings and visits to school, this provides a very effective introduction and helps children to feel secure in their new surroundings. Parents are made to feel welcome in the nursery and reception classrooms. There are regular meetings for parents, when they are shown the kinds of activities their children are undertaking, how they are assessed and how they can help at home. This helps to promote a very positive partnership between home and school.
37. Teaching is very good in the nursery and reception classes, with a focus on play activities that children enjoy so that they develop positive attitudes to school. Significant improvements in planning and assessment have taken place, and both are now of high quality across both nursery and reception. This ensures that goals and targets are set and regularly reviewed for all children, so that whatever their ability, they build positively on what they have already learned. The quality of provision has improved overall since the last inspection. It is well managed by the co-ordinator, and there is very good teamwork between teachers, assistants, volunteers and other professionals such as speech therapists, which ensures that all children receive the support they need and make very good progress.

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

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

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

- High expectations and well-established routines promote good behaviour and confidence.
- Adults provide very good role models, resulting in children developing good social skills and attitudes.
- Very good opportunities for social play develop children's confidence and independence.

- Teachers encourage children to appreciate the work of others and to take pride in their own achievements.

## Commentary

38. Despite low standards on entry to the nursery, most children achieve the expected standards by the time they are five. This is because of very good teaching, high expectations of all adults in the Foundation Stage and well established routines, which mean that children know what to do and what is expected of them. Adults provide very good role models, and show courtesy and respect to each other and to the children. Children's behaviour and attitudes reflect this. They share materials, say please and thank-you, take turns and help each other in a harmonious atmosphere. Very good resource provision, particularly in the nursery, enables children to engage in dressing up and role-play, in a range of contexts, such as a shop. These opportunities help them to develop self-confidence and independence. Reception class children learn to recognise and appreciate each other's successes, for instance by watching other children showing good examples of their work. In this way teachers encourage children's sense of achievement and pride in their learning.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

### Main strengths and weaknesses

- Teaching of literacy is very good, which promotes good progress.
- Good adult support and questioning enable children, including those using English as an additional language, to develop speaking skills and vocabulary.
- Thorough and systematic teaching of letter sounds ensures that children make good progress with reading and spelling.
- Teachers and staff place a very strong emphasis on the development of the children's early writing skills.
- In spite of making very good progress, many children do not reach the expected levels by the end of reception.

## Commentary

39. Teaching of literacy is very good. Children listen attentively and with enjoyment, but speaking skills for some are below average by the time they are five. Children are happy to speak to staff and visitors, but in many cases they have limited vocabulary to talk about what they are doing. Nursery and reception staff join in practical activities and role-play to help them extend their use of vocabulary. For instance, an inspector visiting the nursery's 'hardware shop' to buy a carpet was told, "You have to put your name in the order book." This reflected the child's earlier conversation when role-playing with a member of staff, and showed her developing understanding of the purpose of writing. Children are encouraged to answer questions when in a whole class group. Teachers' open questioning encourages extended responses from the more able, and visual and practical resources effectively promote language learning and understanding for those children who use English as an additional language.

40. Thorough teaching of letter sounds means that nearly all children recognise the sounds they make. This helps them progress well with their reading and early writing skills. In the reception class the more able apply what they have learned when the teacher challenges them to build up the spelling of a word by sounding the letters. Nursery children experiment with pens and pencils and learn to write their names. Adults model correct pencil grip and letter formation, ensuring children achieve well in relation to their ability. Children learn how to handle books correctly and enjoy telling the story if they cannot read all the words. Because of very good teaching all children make very good progress. However, because of their very low attainment when they start school a significant number will not reach the expected levels in reading and writing by the time they enter Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **very good**.

### **Main strengths and weaknesses**

- Mathematical development is promoted very successfully in play and other activities.
- Teachers use a very good range of teaching strategies to reinforce learning.
- Children make good progress, but not all will reach the expected levels by the end of their reception year.

### **Commentary**

41. Children make good progress because of very good teaching in each class. By the time they leave reception, the more able reach the standard expected. Teachers are very good at including sorting and counting activities into daily routines, such as counting the number of children present, singly and in pairs. Children become familiar with adding on or taking away numbers in counting rhymes and songs. Teachers use a range of very good strategies to promote numeracy development. In a very successful reception class lesson the teacher combined listening skills with counting as she asked children to tell her how many beads were dropped in a tin whilst they had their eyes closed. Teachers plan a very good range of mathematical activities for children. They learn to compare different sizes and quantities and capacity through practical experiences with equipment, and in water play. They learn about shape by building models and making patterns with three-dimensional and flat shapes. Teachers incorporate learning opportunities very well into children's daily independent play activities. However, because of low attainment on entry to school, only about half will reach the expected levels by the end of reception

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

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

### **Main strengths and weaknesses**

- Teachers plan a very good range of activities to promote children's learning.
- Visits are very well used to broaden children's experience.

### **Commentary**

42. Children experience a very good range of practical experiences to help them to develop their understanding of their environment. Most children reach or are very close to the expected levels by the time they are five. They are confident in using the mouse and keyboard on the computer, and nursery children discover with delight that they can make a programmable robot move in various directions by pressing different keys. Children are interested in nature, and point with pride to the bean plants they have grown, telling the visitor that the plants need water and sunshine to make them grow big. They examine and talk about unusual or unfamiliar fruits such as melons and dragon fruit, looking at the different seeds, before making fruit salad. Teachers broaden children's experiences very effectively by taking them out on visits, and reception children compare photographs of their neighbourhood taken ten years ago with how it is now. They learn about other cultures and faiths; for instance, as they listen to stories based on Hinduism during 'Other Faiths Week'.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- A very good range of activities supports physical development in the nursery.
- Reception children develop good co-ordination and skills because of the teacher's good teaching strategies.
- The size and location of outdoor play spaces for reception children limit independent play activities.

### **Commentary**

43. Children make very good progress because teachers plan a very varied range of suitable activities to help them to develop confidence in movement and in controlling equipment and materials. Almost all children reach the standards expected for their age. Nursery children enjoy a very good range of outside play activities in the new play area. The activities are very well prepared and organised, with a good selection of wheeled toys, construction kits and role-play areas. Children use space well in warm-up activities in the hall, and run, skip and jump confidently. Reception children roll and throw balls of various sizes with good control and co-ordination, led by the teacher's clear demonstrations and instructions. Restricted play space and fencing arrangements for reception children's outdoor play areas limits the scope of independent play activities for these classes. Children improve control of their smaller movements as they use a suitable variety of pencils, brushes and scissors and increase their accuracy under adult guidance.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **very good**.

### **Main strengths and weaknesses**

- Children make good progress because teachers plan many varied activities to promote creative development.
- Teachers give children very good guidance in using materials and developing techniques, enabling them to achieve very well.

### **Commentary**

44. Children make very good progress in this area, and by the end of their reception year they meet, and some exceed, the expected levels. Teachers plan good learning situations and guide children very well in the use of materials and resources. Children are encouraged to mix paint to obtain a variety of colours, and one child in the nursery exclaimed in wonder as he combined yellow and blue paint, and green emerged. Children are given a wide range of opportunities to express themselves creatively. In an excellent dance lesson, children were each given a rectangular silk scarf, and under the teacher's guidance these became snakes, waves on the sea-shore and finally the wings of a butterfly which settled on a leaf, as the children moved sensitively with their scarf to gentle music. In this lesson, children's achievement was very good. Reception children look at the work of Monet, and paint good quality pictures of poppies using a colour range replicating his. They create pictures and models in two and three dimensions, using a range of techniques including collage and printing. Children have regular opportunities to make music, and they sing a range of songs tunefully from memory.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision is **very good** overall.

### **Main strengths and weaknesses**

- The effective teaching of literacy skills contributes significantly to pupils' overall achievement.
- The cramped nature of the library area limits its overall effectiveness.
- Very good achievement provides all pupils with the confidence to write in many subjects.
- Good leadership and management are maintaining the drive for further improvements.

### **Commentary**

45. The 2004 end of Key Stage 1 national test results show that pupils' attainment in reading and writing is well above the national average. Furthermore, these results place the school in the top five per cent in reading and writing when compared with similar schools. These very high standards confirm that the school has continued to maintain and improve further on the very good standards noted at the time of the previous inspection. Targets set for the pupils in 2005 match this trend for reading and writing and inspection evidence confirms that they are likely to be exceeded.
46. These very high results confirm that pupil achievement is very good overall. This is because many enter the school, either in the nursery or in other year groups, with very low levels of skill in communication and literacy. Performance data indicates that generally girls do a little better than boys in reading and writing but this difference is not significant. However, both gender groups are performing above the national median for their age group by the age of seven. Extra data gathered by the school confirms that pupils of ethnic origin or from Traveller families make similarly very good progress as their other classmates.
47. Inspection evidence confirms that many pupils enter Year 1 with below average levels of attainment in communication and literacy skills. By the end of Year 2 the speaking and listening of most pupils are average. The more able pupils in this year group speak with confidence and listen very attentively to both other classmates and their teacher. The attainment of these pupils is above average. This good progress is because teachers place a strong emphasis on the development of the pupils' speaking and listening skills. Activities such as discussing ideas with a talk partner in Year 2 or reading a rap song with expression in Year 1 provide many good opportunities to develop the pupils' communication skills and build confidence. Pupils in Year 2 further demonstrate this level of competence when they either read aloud with clarity from an excerpt from the Bible or other related pieces of text in a whole school assembly.
48. The very effective teaching of reading across the school ensures that all pupils make consistently good progress. As a result standards are above average overall by the time pupils complete Year 2. The more able pupils in Year 2 can confidently read a wide range of text at the higher Level 3. This represents about a third of the pupils in this year group. Most of the remaining pupils are generally reading at the expected levels. This is because phonic knowledge is taught effectively across the school. As a result, all pupils in Year 2 are able to make successful attempts to read words that are unfamiliar to them. This, combined with the regular teaching of spelling, is ensuring that most pupils are becoming confident readers by the age of seven. Book weeks and other special activities enrich the pupils reading experiences. However, the library is rather cramped and not effectively organised to stimulate book browsing and other related activities.
49. Standards in writing are well above average in Year 2 and achievement is very good. The teaching of writing in a fun and interesting way is given a high priority. As a result, most pupils display a love of writing and confidence to spell words less familiar to them. Most are willing to experiment with new spellings with generally good results. Higher attaining pupils make good use of simple dictionaries to develop their vocabulary further. About a third of the pupils in Year 2 are writing at the higher Level 3. Handwriting skills are taught effectively with the result that pupils' writing is neat and generally cursive in style. Writing permeates the entire curriculum because teachers plan a wide range of opportunities for pupils to record their thoughts and feelings in many other subjects. This in turn impacts very positively on the pupils overall achievement in all lessons.

50. The overall quality of teaching and learning is very good. Work is very well planned and in particular the abilities of pupils are very effectively catered for through specific tasks at different levels of difficulty. Teaching is particularly very good in Year 1 where these teachers use a wide range of activities and techniques to make lessons fun. Procedures for the assessment of pupils' progress are very good. All teachers maintain detailed records and the marking of the pupils' work is of high quality.
51. The subject is effectively led and managed by the subject co-ordinator. Good procedures have been implemented in order to monitor the standards of pupils' work and evaluate the quality of teaching and learning.

### **Language and literacy across the curriculum**

52. The school effectively uses the National Literacy Strategy to plan children's learning in language and literacy. This very effectively provides all pupils with the necessary literacy skills with which to succeed in all areas of learning. All pupils are developing a thirst for learning and this is reflected in the wealth of writing seen in many other subjects. Wall displays and pupils' books illustrate high quality literacy work throughout the curriculum.

## **MATHEMATICS**

The quality of provision is **very good**.

### **Main strengths and weaknesses**

- From a low starting point pupils make very good progress.
- All teachers set tasks suited to the ability of the individual pupil.
- Pupils understand how to use number lines effectively to solve questions.
- Homework makes an important contribution to pupils' learning.
- Teachers' marking does not move pupils on.

### **Commentary**

53. In the 2004 national tests pupils' attainment was well above the national average when compared to all schools and in the top 5% nationally when compared to schools with a similar level of free school meals. There has been little difference on average between the scores of boys and girls over three years. Higher attaining pupils scored more highly in number skills than other areas of mathematics, partly because they understood how to use the number line effectively to solve problems. The school has consistently maintained very high standards over five years.
54. Pupils' attainment in Year 2 is above national expectations. Pupils join Year 1 with skills that are below average. From this starting point pupils' achievement is very good because teaching is consistently very good through Years 1 and 2.
55. Teaching and learning are very good. Teaching is imaginative and lively and keeps pupils interested in the subject. They work very hard and complete their tasks because the tasks are suited to their needs and are challenging. They are also keen to join in and answer quick-fire questions. Teachers help pupils learn to use a number line to solve questions and this method is a success because pupils understand it and use it consistently across all classes. Pupils welcome and enjoy the published programme of homework and most of them work hard at the problems. Teachers and most parents support this work very well through an effective written dialogue in the pupil's book. Other tasks are marked and frequently praised but there are few comments, which will help pupils improve even further.
56. Leadership and management are very good. The co-ordinator has her 'finger on the pulse' of mathematics in the school because she teaches Year 2 and mathematics club as well as monitoring pupils' work and teachers' planning very well. Test data is analysed closely and the teaching modified when necessary. Additional lessons in the morning help pupils significantly. The school has maintained very high standards over many years and so improvement is judged to be good.

### **Mathematics across the curriculum**

57. Pupils' use of their numeracy skills in other subjects is good. Pupils confidently use their number skills in geography to count cars in a survey and then graph the results. They note temperature and rainfall by measuring and recording on a worksheet. In science they sort objects by size of stone or seed. In Year 1 pupils use a computer program to draw a graph from their data and add at least one column themselves.

## SCIENCE

The quality of provision is **very good**.

### Main strengths and weaknesses

- The local environment and garden are used well to promote pupils' interest.
- Pupils use their literacy skills well to record their observations.
- Teachers use resources very well to stimulate pupils and help them learn.
- Classroom assistants skilfully support pupils with special educational needs.

### Commentary

58. In the teacher assessments in 2004 pupils scores were above average when compared to all schools and well above average when compared to schools with a similar level of free school meals. Virtually all pupils scored the average grade Level 2 and more than one third of them achieved the higher grade Level 3. Pupils scored very highly on life and living things because of the additional practical emphasis put on this element of science.
59. Pupils' attainment in Year 2 is above national expectations. Pupils are curious and use their senses well to answer questions like 'Why is the swing moving?' They record their thoughts well, making good use of their improving literacy and numeracy skills. Pupils' achievement is very good. They join Year 1 with an interest in observing the world around them but have a narrow vocabulary with which to express themselves. Through a series of stimulating projects teachers build on pupils' curiosity and develop their literacy skills to a point where they write sentences about what they sense. Pupils with special educational needs receive high quality support from experienced and skilled classroom assistants. The practical nature of most lessons helps pupils learning English for the first time to access much of the information.
60. Teaching and learning are very good. Pupils are excited by science because teachers make lessons very interesting, e.g. by showing them an amazing range of fruits during a lesson on seeds. Lessons are often active learning experiences so that those pupils who are in need of extra support are able to take part fully. The Year 1 lesson on forces was a good example of this as pupils tried to propel their fish across the river using different types of fan. Very good use is made of the garden in school and visits to the wild garden locally to broaden pupils' knowledge and experiences. Pupils' work is marked but teachers do not often offer many comments on how they might improve their work so that their skills are consolidated.
61. Leadership and management are very good. Staff are an experienced and knowledgeable team. They strive to improve year on year and use data well to help them. The co-ordinator has monitored and evaluated teaching and learning and looked at pupils' books in order to know what is happening in her subject. Improvement since the last inspection has been good because the school has maintained the very high quality teaching and learning which has helped it sustain high standards.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The quality of provision is **satisfactory** overall.

### **Main strengths and weaknesses**

- The school has a below average number of computers for its pupils.
- Pupils and teachers skilfully use the inter-active white boards.
- Pupils experience a broad curriculum.

### **Commentary**

62. Pupils' attainment in Year 2 is in line with national expectations. They experience a good curriculum, which embraces the full range of topics, but do not have sufficient 'hands-on' experience of using computers and other technologies to completely understand all the skills. Pupils join Year 1 with sound skills because they have good access to toys and computers in the Foundation Stage and this is built on satisfactorily in Years 1 and 2.
63. Teaching and learning are satisfactory. Pupils enjoy working with computers and other technology. They seize the chance to take digital photographs or record themselves on tape and are very capable. Teachers use lively explanations to interest them in programming a toy to 'help deliver the mail' in Year 1 but too few pupils get an opportunity to actually tap in the commands. Good use is made of the inter-active white boards to demonstrate key skills. Pupils also know how to use some of its main functions and appear happy to demonstrate to the class. In a mathematics lesson, pupils use a computer game to practice their basic skills but few of them recalled how to operate it successfully. Few computers were used during the inspection, which suggests that they are not an integral part of teaching. In discussion pupils showed that their skills were not embedded when they could not describe how to change the font, colour or size of text.
64. Leadership and management are satisfactory. The co-ordinator recognises in her action plan that pupils' information and communication technology skills could be developed further and is working towards that end. She has little time to effectively monitor and evaluate teaching and learning because she has so many other responsibilities. The standards required now do not equate with those anticipated at the last inspection and so no judgement on improvement is made. The school has worked hard to stay at the forefront of technology, for example, by installing and using the inter-active white boards and upgrading class computers, but at a financial cost. Funds, which were to have increased the ratio of computers to pupils, have been spent on upgrading very old machines. Another negative factor outside of the school's control is that there is little space for computers in the classrooms or a computer suite in the present building.

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

65. Pupils' use of their information and communication skills in other subjects is satisfactory. They photograph the school and places outside when they go for walks. They use their skills to good effect when making small signs and when creating graphs of favourite things or traffic surveys. Pupils capably use the inter-active white boards. Some pupils attend the lunchtime club and extend their skills.

## **HUMANITIES**

66. **Geography** and **history** were sampled and judgements are based on the review of the pupils' work and discussions with staff and pupils. No overall judgement can be made on the quality of teaching and learning in both subjects. However, a review of the pupils' books and displays around the school confirms that both subjects are covered in detail over the course of the school year. A strong feature is the good range of opportunities provided for pupils in Year 2 to write about aspects of local geography and famous people in history. This further supports the overall good achievement of all pupils.
67. Both subjects are being led and managed well and teachers make good use of the local environment and local places of interest to enrich the learning experiences of the pupils. This local focus develops a greater understanding of the pupils' heritage and culture. For instance, pupils develop their mapping skills through simple traffic surveys and street studies; local history is highlighted through visits to the Croydon Airport Museum to study the life of Amy Johnson. Both subjects are being led and managed well.

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

### **Art and design**

68. Only one lesson was observed and so no overall judgement can be made about provision. However, pupils' work displayed throughout the school was examined, together with portfolios of past work and planning documents.
69. Good work in art and design is evident from the many displays around the school. Pupils study the work of both modern and traditional artists, and have produced good quality pictures and models in a range of mediums and using a wide variety of techniques. Planning for the teaching of art is very good, and pupils' work is often linked to work in other subjects. For instance Year 1 pupils have made collages to illustrate the Great Fire of London that they have studied in their history lessons. In the lesson observed, good teaching combined careful explanations and demonstration of techniques with opportunities for pupils to develop their own ideas and use their imagination. Pupils made masks using papier mâché or salt dough, and the teacher encouraged them to evaluate and further develop their first attempts, resulting in them producing pieces they were proud of. This provides further evidence of good standards. The last inspection report suggested that insufficient three-dimensional work was carried out. Many examples of models, sculptures and constructions using a range of materials

were seen in displays and in photographic records, indicating that this weakness has been addressed.

### **Design and technology**

70. The subject was not a focus for the inspection and because of timetable arrangements no lessons were observed. Thus, no secure judgements can be made about provision. The available evidence suggests that pupils are very keen on their projects and have a good recall of the designing and making elements of them. Their understanding of how to evaluate their work is less secure, though written evidence indicates that this is done quite well. The curriculum offers pupils more opportunities than usual and data from the good assessment system is being used well to evaluate pupils' work and the quality of provision.

### **Music**

71. No overall judgement can be made about provision as only one lesson was observed. However, evidence including recorded performances and the use of music in assemblies was considered, together with planning documents.
72. Teachers plan a varied range of activities in music, based on a new scheme of work. Music is important in the school, and choir practice is a focal point in the week for many pupils. There have been several out of school activities for the choir, including a performance at the Royal Festival Hall, and visits to live concerts. Music is well used to create an appropriate atmosphere of peace and reverence in assemblies. Pupils sing tunefully and enthusiastically in unison, and successfully sing in two parts, one group maintaining a descant line. In the lesson observed, pupils made music with a range of un-tuned percussion instruments, and offered good evaluations of their attempts. They correctly identified a range of instruments in a recorded piece, and mimed how each instrument would be played as they listened to the music. They showed a good sense of rhythm as they then moved to the music. The provision is further enhanced by the work of a specialist music teacher, and good links with the music department of a local secondary school,

### **Physical education**

Provision is **satisfactory** overall with some good features.

### **Main strengths and weaknesses**

- Pupils display very positive attitudes towards physical activity.
- Variations in teacher expertise limit the overall rate of progress pupils make in lessons.
- Very good leadership is effectively raising pupil standards and improving the quality of teaching and learning.

### **Commentary**

73. Inspection evidence confirms that the standards attained by pupils in Year 2 are average and achievement is satisfactory overall. These findings are broadly similar to those of the previous inspection. However, pupils in Year 1 are achieving well in

games and pupils in both Year 1 and Year 2 are making good progress in dance. This is because teacher expertise in gymnastics, although satisfactory, is less secure than in games and dance. This weakness has already been noted by the subject co-ordinator who is in the process of arranging extra support and training in this area of the curriculum. However, the overall quality of teaching and learning is satisfactory with some good features.

74. All pupils display very positive attitudes towards physical activity and this is particularly so when teaching is good as seen in a games lesson for pupils in Year 1. In this lesson pupils demonstrated good levels of co-operation with a partner as they endeavoured to improve the accuracy of their throwing.
75. Leadership and management of the subject are very good. This is because the co-ordinator is very clear in what needs to be further improved. She manages the subject very well and provides good support to colleagues in their planning and development of their own expertise. For instance, some very good monitoring of teaching and learning has resulted in greater levels of creatively being developed in dance lessons. The provision for after school clubs in dance and football provides extra learning experiences for the pupils and is an improvement on the findings of the previous inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

76. It was not possible to observe any lessons in this aspect of education during the inspection and therefore no judgement about overall provision can be made. However, available evidence indicates that there is a very good programme for personal, social and health education in place that includes work on diet, health, sex, drugs and personal safety at levels well matched to the pupils' age and understanding. For instance, drugs education focuses upon treating medicines correctly and safely. Outside experts, such as local police officers and the fire brigade, contribute effectively to the programme. The provision is designed to help pupils to gain confidence, interact successfully with other people and have a healthy lifestyle. Lessons are scheduled for all classes each week. Some elements of the programme are integrated with other subjects, for instance some aspects of health education are covered within science.
77. The School Council meets regularly and takes its responsibilities seriously. It has recently put out a voting box to find out how many pupils would like a 'friendship bench' in the playground. The school is also involved in a 'Young Enterprise' scheme, which has further helped pupils to develop a good sense of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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