



Singlegate Primary School

Inspection Report

Unique Reference Number 102647
LEA Merton LEA
Inspection number 276750
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector David Marshall AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	South Gardens
School category	Community		Colliers Wood
Age range of pupils	3 to 11		London SW19 2NT
Gender of pupils	Mixed	Telephone number	020 8395 8737
Number on roll	223	Fax number	020 8543 7129
Appropriate authority	The governing body	Chair of governors	Ms C Frost
Date of previous inspection	27 September 1999	Headteacher	Mrs N Bull

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Singlegate Primary is an average size school with 223 pupils on roll in only its third year as an all through primary school. Around half of the pupils come from white British backgrounds, and a higher number of pupils than might be expected speak English as an additional language. The number of pupils claiming free school meals is around the national average. Pupils' attainment on entry to the nursery is below that expected for their age. The number of pupils with learning difficulties is broadly average. In the last two years, five new teachers have joined the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspection team and the school agree that Singlegate School provides a satisfactory, and improving, education for all its pupils. It provides sound value for money and has made significant improvements in the last year. Pupils' progress and standards are satisfactory and getting better. In order to raise pupils' achievements very good systems have been introduced that mean strengths and weaknesses are now quickly identified and these are enabling the necessary better progress. Teaching and learning are satisfactory. Teachers are now clear about the most effective ways to ensure that learning is productive for every pupil. Staff new to the school have made a significant contribution to the improvement of the school under the guidance of the excellent headteacher and the steadying influence of those already there. Teaching and learning are sound overall, with some very good teaching but there are significant variations. All lessons are well planned and teachers aim to make learning fun. The expectations of pupils' behaviour and the pace of lessons are good in most classes. However, they are not consistent throughout the school. Pupils are cared for well and all of them, including the most vulnerable, are safe and secure. The curriculum is well organised, includes all subjects and is enhanced by a good range of additional activities. The leadership and management of the school are good. The head teacher provides outstanding leadership and she is very well supported by her deputy and all staff. Teamwork is good and developments are now being driven forward at a good pace. The school's capacity to improve further is very good.

What the school should do to improve further

* Continue to raise standards in English, mathematics and science.* Use the school's current effective systems for sharing best practice to increase the quantity of good teaching.

Achievement and standards

Grade: 3

The school and the inspection team agree that standards of the oldest pupils currently in school are broadly in line with those expected for the pupils of their ages and their achievement is good. Most pupils enter the school with below average attainment. Provision in the Foundation Stage is satisfactory and children are enabled to settle into school well and enjoy being there. In Years 1 and 2 the emphasis put on developing speaking and listening skills has had a positive impact on the standards pupils reach in reading and writing. Standards are satisfactory. Achievement in mathematics is lower than in English but new arrangements for pupils to have individual improvement targets this term are already beginning to enhance their progress. Although results in Year 6 in 2005 were lower than those in 2004, they reflected the differences in the cohorts of pupils and represented sound achievement for this particular year group. There is a secure system in place that tracks the progress each pupil makes and identifies where additional teaching will be most beneficial. As a result pupils in Year

6 are working at levels in line with expectations for their age and are making good progress. There is an upward trend in standards across a wide range of subjects. Drama, music, physical education and information and communication technology (ICT) are improving well. The provision for pupils with special educational needs is good, as is the provision for those pupils with special gifts or talents. Pupils from minority ethnic backgrounds and those who do not speak English as their first language, achieve as well as their classmates.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Most pupils are polite, well-mannered and confident when talking with each other and adults. They speak warmly about their school. Attendance is improving thanks to the school's good procedures. Pupils feel safe at school and have confidence in knowing that they can ask adults for help if they need it. They are developing a good understanding of how to stay healthy, by eating sensibly and enjoying the good opportunities for regular exercise due to the school's new focus on physical education. Pupils' spiritual, moral, social and cultural development is good. Most pupils are respectful of each other, follow the clear moral code highlighted on their classroom walls, and relate well to each other and adults. They are keen to take responsibility both for classroom tasks and by taking on school roles. Pupils participate in a wide range of activities that help them to understand about the beliefs and lives of people from different cultures. Pupils' contribution to the community is good. In addition to fund raising for different charities, they participate in many activities that have strong community links. They are now learning the necessary skills that will enable them to become good citizens in the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, though the quality varies from class to class. The best teaching takes place in Years 5 and 6, where work is consistently planned to match the level pupils have reached previously. Lessons are enjoyable and fun; for example, when Year 6 pupils watched a clip from the film 'Romeo and Juliet' and then interviewed two of their classmates in role as characters from the market place. The questions they asked enabled them to plan newspaper articles about the scene they had watched. An outstanding Year 5 lesson on developing characters in stories also used role play to enable pupils to focus on how they might react to certain situations. The resulting discussions were at a very high level and thoroughly absorbed them all. All teachers explain to pupils what they are going to learn in each lesson. They make good use of pupils' targets in marking their work, so that pupils know how to improve. Where teaching is not as strong, teachers need more guidance on how to plan activities

which are effective in bringing about the intended learning. They also need to move the lessons along at a better pace to keep pupils' interest high.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. The strongest feature is the very effective way the National Curriculum is enhanced by visits, visitors, clubs, French and the programme for personal, social and health education. Pupils learn about many different cultures and older pupils realise that this understanding is vital to getting on well with others - something pupils pride themselves on. Schemes of work for all subjects give guidance to staff on what pupils need to learn in each lesson, though there is not always advice on suitable activities to teach these skills. This means that pupils are not always learning exactly what is intended. Links between subjects are being built into planning, so that pupils' make satisfactory use of their literacy, numeracy and ICT skills.

Care, guidance and support

Grade: 2

Pupils feel very safe from bullying and other forms of harassment because they have all worked together to eliminate them. They speak with confidence of what they would do if any such thing happened to them and are certain of how culprits would be treated. This is testimony to the good systems the school has developed to ensure pupils' health and safety, which fulfil all statutory requirements. Child protection procedures are equally rigorous. Pupils have targets to help them improve in English and mathematics, and they explain how they and the adults regularly use and check them. New arrangements for assessing pupils' progress have been set up. These are rigorous and it is easy to see how the planned discussions will highlight any underachievement. The lasting success of this cannot yet be judged, though it is already useful in demonstrating the satisfactory progress that pupils are making.

Leadership and management

Grade: 2

The headteacher's leadership is outstanding. The deputy headteacher, staff and governors provide good support. They have followed the headteacher's exemplary lead in her first year and relate well with all pupils and parents. Teamwork is of high quality; everyone plays a valuable part in moving the school forward, and teaching assistants, the administrative team and site manager are considerable assets to the school and very much appreciated by all concerned. There is now a clear understanding of strengths of the school and areas that need more development. The school's self evaluation is accurate and effective. The School Improvement Plan provides clear guidance on relevant issues for raising standards through the effective systems now in place to monitor pupils' progress and the quality of teaching and learning. Governors are involved in this process and they bring a wide range of skills to bear as they support the school well. The opinions of parents and pupils are valued and have been acted

on well this year. The school is developing good links with a range of other schools and organisations to raise their standing in the community. Management at all levels is improving but some subject leaders have had their responsibilities for a short period and have had little time to influence standards. Within the school there is now a high commitment to include all pupils in all activities. Parents value this and see it as an important feature of the school. The school has a very good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Not long ago we came to your school to see how you were getting on and whether there was anything we could suggest that would make the school better. You made us very welcome and we enjoyed meeting you. Thank you and well done!

We were with you for two days. That was long enough for us to realise that Singlegate School is really improving. One of the reasons that most of you make good progress in learning now is because you are given more opportunities to try new things. We particularly enjoyed visiting you in the classrooms and seeing the how hard most of you were working. You also get on well with others. Many of you told us how much you enjoy being at school. There were lots of other things that we liked. Here are a few: * you take responsibility for your own behaviour and your behaviour has really improved this year* all the different people working at the school do their best to look after you* you are able to be as independent as possible and take responsibility for your own actions.

The only things we felt would make the school even better would be if all the lessons were as good as some of them are. This would mean that you could all make even better progress and learn even more.