

INSPECTION REPORT

Whitehorse Manor Junior School
Thornton Heath

LEA area : Croydon

Unique Reference Number :101742
Inspection Number: 181637

Headteacher : Mrs Frances McGregor

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 27th - 30th September 1999

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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior
Type of control:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Whitehorse Road Thornton Heath Surrey CR7 8SB
Telephone number:	(0181) 684 3929
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Richard Hill
Date of previous inspection :	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Tom Shine, RgI	English Information and communication technology Music	Attainment and progress Teaching
Christine Haggerty, Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community
Philip Preedy Susan Russam	Mathematics Design and technology Physical education English as an additional language Equal opportunities Science History Geography Art Religious education Special educational needs	Leadership and management Efficiency of the school Curriculum and assessment Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- .Pupils' overall attainment is improving and is above average, in their final year, in mathematics and science. When compared to similar schools it is well above average in English and mathematics and is very high in science.
- .The quality of teaching is good overall, being good or better in 72 per cent of lessons. Monitoring of teaching of the National Curriculum and curriculum development is very good.
- .Teaching of information and communication technology is now good and pupils make good progress.
- .Support for pupils with special educational needs is very good and these pupils generally make very good progress. It is good for pupils with English as an additional language and they make good progress. This reflects the school's very good practice for equal opportunities.
- .Pupils' attitudes to learning, their behaviour and their relationships with each other and with the staff are very good.
- .Good assessment procedures are used very well in planning the curriculum for all groups of pupils.
- .Parents are very involved in their children's learning.
- .Procedures for child protection and for dealing with accidents are very good.
- .The headteacher provides very good leadership.

Where the school has weaknesses

- I.Attainment and progress in religious education are unsatisfactory. The scheme of work is not used consistently to ensure that the subject is effectively covered and, in some classes, the time allocated is inadequate. Some teachers have inadequate subject knowledge and there is no monitoring of the teaching.
- II.The spiritual development of pupils is unsatisfactory and there is no daily collective act of worship.
- III.Procedures for monitoring and promoting good attendance are unsatisfactory. Procedures for health and safety are poor.
- IV.There are insufficient opportunities in their writing for pupils to extend their ideas and stories.

The school's strengths clearly outweigh its weaknesses, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

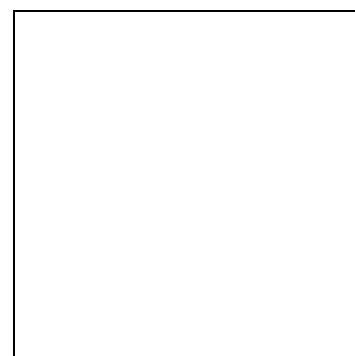
How the school has improved since the last inspection

This is a school with very many good features. It has improved significantly in most areas identified in the last report. The governing body, for example, has adopted a much more strategic role in the management of the school since the last inspection. Under the very good leadership of the headteacher, standards in English have risen steadily, and in mathematics and science substantially. The general quality of teaching has improved and this has had a positive impact on standards in most subjects, including design and technology, and information and communication technology, which were unsatisfactory during the last inspection. Pupils' behaviour is now very good and relationships with parents and the wider community, which were formerly insecure, have now improved to the point where they are very good. Assessment and recording procedures have improved significantly and child protection procedures are now very good. However, there still remain health and safety issues outstanding and the requirement to hold a daily act of collective worship is still not met. Standards in religious education are now unsatisfactory. Despite these weaknesses this is a picture of a school that is steadily improving. Teachers are committed to raising standards and, with the leadership of the headteacher and current staffing, the school is in a good position to make further improvements in standards and meet its targets.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	A
Mathematics	C	A
Science	A	A*



These results refer to pupils who left the school in July 1998. According to this table, standards are average in English and mathematics compared to all schools in the country, but are well above average compared to schools with similar intakes. In science, they are well above average both in comparison with all schools and with similar schools. Inspection findings broadly reflect this table. Standards in English, overall, are average, but there are more pupils achieving the expected standard than previously, and there is a significant minority achieving higher levels. Standards in mathematics and science are above average. Findings in English and mathematics reflect continuing improvement in these subjects and broadly mirror the 1999 test results, although data, to compare them with national figures, are currently not available. Good standards in science have been maintained but these are higher than at the last inspection. In information and communication technology, standards are in line with what is normally expected of pupils; this represents significant progress since the last inspection. In religious education, pupils' attainment is below the expected standard. In most other subjects attainment matches expected standards. In physical education, pupils' attainment is generally above expected standards.

Quality of teaching

Teaching in:	7 - 11 years
English	Good
Mathematics	Very good
Science	Good
Information technology	Good
Religious education	Satisfactory
Other subjects	Good

Teaching is satisfactory or better in 97 per cent of lessons. It is good or better in 72 per cent and is unsatisfactory in only 3 per cent of lessons. Unsatisfactory teaching has decreased significantly since the last inspection. It is satisfactory in geography. Teaching of pupils for whom English is an additional language is good; it is very good for pupils with special educational needs. In English and mathematics, teachers use the methods suggested by the National Literacy and Numeracy Strategies respectively, very well.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good in and around the school, including lunch and break times.
Attendance	Satisfactory. Attendance has improved slightly since the last inspection but there is much time lost through holidays being taken in term time.
Ethos*	Very good. The governors, headteacher and staff are very committed to improve the school and to raise standards. Pupils' attitudes to learning and relationships are very good.
Leadership and management	Good, overall. The headteacher leads very well and works well with the governors. Together, they monitor the work of the school very effectively and use the results to plan positively for the future.
Curriculum	Good. It is appropriately broad and balanced with the exception of religious education, provision for which is unsatisfactory. Curriculum planning is good. There is a good range of out of school activities, mainly in sport and music.
Pupils with special educational needs	Very good. These pupils are very well supported and they make very good progress.
Spiritual, moral, social & cultural development	Good, overall. Provision for pupils' cultural development is very good and good for moral and social development. Provision for spiritual development is unsatisfactory. There are too few opportunities for pupils to reflect in classes and assemblies.
Staffing, resources and accommodation	Good. The arrangements for the professional development and training of staff are good.
Value for money	The school provides good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the School	What some parents are not Happy about
<p>V.Pleased with pupils' attainment and progress.</p> <p>VI.Behaviour is good; it has improved.</p> <p>VII.The school encourages more than daily lessons.</p> <p>VIII.Support and progress of pupils with special educational needs are very good.</p> <p>IX.Positive attitudes and values.</p> <p>X.Well informed about progress and personal development.</p> <p>XI.Children like school.</p>	<p>XII.Inconsistencies in marking, especially homework.</p> <p>XIII.Reports are impersonal and there is no comment from headteacher.</p>

Inspectors strongly agree with parents' positive views which are based on a small sample. The parents' questionnaire, for example, consisted of only a 12 per cent return. Inspectors found, with few exceptions, marking, including homework, is good. The school is reviewing its reporting system in the light of parental comments. Comments from the headteacher on individuals would be helpful.

KEY ISSUES FOR ACTION

To improve the effectiveness of the school, the governing body, headteacher and staff should:

- **improve the provision for religious education by:**
 - reviewing the time allocated to the subject (*paragraphs 33,112*);
 - providing training in the consistent use of the scheme of work to ensure continuity and progression in teaching and learning (*paragraphs 16,33,71,112*);
 - improving teachers' subject knowledge (*paragraphs 28,112,115*);
 - regular monitoring of teaching the subject (*paragraph 64*);
- **improve the provision for pupils' spiritual development** (*paragraphs 28,44,45,116*);
- **implement statutory requirements in respect of:**
 - the daily act of collective worship (*paragraphs 45,61,67*);
 - health and safety issues to ensure all health and safety procedures are in place and implemented, including the regular testing of fire equipment and portable electrical appliances (*paragraphs 50,55,67*);

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- procedures for monitoring and promoting good attendance are unsatisfactory (*paragraphs 24,53*); and
- there are insufficient opportunities for pupils to extend their ideas and stories (*12,84,87,131,137*).

INTRODUCTION

Characteristics of the school

1. Whitehorse Manor Junior is long established, dating back to 1892. In the 1970's the building was successfully updated and modified. Most of the school is housed in a single storey building and includes two halls. It is two-form entry and caters for pupils aged 7 to 11 years. Currently there are 236 on roll, of whom 112 are girls and 124 are boys. This is slightly below average in size for its type.
2. The majority of pupils live within easy reach of the school and come from a wide range of cultural and social backgrounds. Most families live in a mixture of owner occupied and rented accommodation from both the private and local authority sector. A large proportion come from less favourable backgrounds with, for example, just over 40 per cent eligible for free school meals which is well above the national average. Nearly 60 per cent of pupils come from homes where English is spoken as an additional language, a similar proportion receiving additional English language support. The proportion of pupils from families of ethnic minority origin is above average for the local ward and well above the local authority and national averages.
3. Attainment upon entry is varied but is broadly below average. The number of pupils with special educational needs is high at 39 per cent, although the percentage with statements at just over 2 per cent is just above the national average.
4. The admissions policy gives priority to children with siblings already at the school, followed by those with medical conditions and finally to pupils living within the defined catchment area.
5. Within the school's general aims of engendering confidence and self esteem in all aspects of school life by providing the highest standards in pupils achievement supported by the highest standard of teaching and learning for all pupils, some of the main targets and priorities for the current year include:
 - raising standards in information and communication technology by the end of Year 6;
 - continuing the development and application of literacy and numeracy skills through other subjects to ensure a broad and balanced curriculum;
 - improving continuity and progression from the infant school through joint curricular planning;
 - developing consistency in using assessment data to improve teaching and learning.

1. Key Indicators

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	26 (27)	27 (23)	53 (50)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16(14)	15(16)	22(20)
	Girls	20(16)	17(9)	23(15)
	Total	36(30)	32(25)	45(35)
Percentage at NC Level 4 or above	School	68(60)	60(50)	85(70)
	National	65(63)	59(62)	69(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17(11)	15(12)	18(20)
	Girls	20(9)	19(10)	22(15)
	Total	37(20)	34(22)	40(35)
Percentage at NC Level 4 or above	School	70(40)	64(44)	75(70)
	National	65(63)	65(64)	72(69)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.0
	National comparative data	5.7
Unauthorised Absence	School	1.3
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	25
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. Findings from the last inspection showed attainment to be broadly average in most subjects. In two subjects, information technology and design and technology, standards were below what was expected and progress was unsatisfactory and poor respectively. Inspection findings show that by age eleven there is substantial improvement in standards in mathematics and science and in some aspects of English, since the last inspection. The standard of information and communication technology throughout the school and the work in design and technology in the year groups seen is now comparable to that found nationally. However, standards in religious education, overall, are below those expected in the local agreed syllabus.
 2. Attainment on entry covers a wide span of achievement, with some pupils achieving above what is expected and others achieving at the expected level. However, there is a larger proportion than normal whose attainment on entry is below average and some whose attainment is well below average. At the parents' meeting and in response to the questionnaire, most parents expressed themselves pleased with their children's attainment and progress throughout the school.
 3. The 1998 National Curriculum Tests for eleven year olds show that attainment in English is broadly average, although the percentage of pupils reaching a higher than expected standard (Level 5) is below the average for all schools. However, compared to similar schools these results are well above average and are still above when the proportion of pupils achieving the higher level (5) is taken into account. These results are an improvement on those in 1997 and show an upward trend, with standards continuing to improve in the 1999 National Curriculum Tests. Whilst it is not possible to compare the 1999 results with the national picture, in the absence of published data, they show a greater percentage in the school than previously achieving the higher level (Level 5). In mathematics, results also indicate continuing improvement. For example, the results of the 1998 National Curriculum Tests are better than those in 1997 and although they show that standards of attainment are close to the national average, overall, they also show that the proportion of pupils achieving higher standards is well above average. Compared to similar schools, these results are also well above average. The 1999 National Curriculum Tests show a significant improvement on the previous year, showing a much higher proportion in the school than previously achieving the higher level (5). Data are not yet available with which to make national comparisons. In science, results also show measurable progress since 1997. In 1998, for example, test results show that pupils' attainment is above the national average, overall, and is well above for the proportion of pupils achieving higher levels. Compared to the average in similar schools these results are very high. The 1999 test results reflect a continued improvement on the previous year, with more pupils reaching or exceeding the expected level.
1. Inspection findings broadly support this picture of attainment in the school. By age eleven, standards in English are broadly average, with a significant proportion above average. Standards of attainment in mathematics and science are above average.
 2. By the time they leave the school, pupils' attainment in speaking reflects the national standard. In listening, it is above the national standard. In small groups, pupils use speech well and speak confidently. They are able to match their speech to suit a given context as when they narrate from a play by William Shakespeare. When speaking to the whole class, or in assembly, for example, whilst they remain confident, they are less clear, as they do not enunciate or project their voices sufficiently. Pupils' listening skills are well developed and their concentration is good. They listen well to each other and to their teachers and follow carefully the theme of a

discussion. They rarely interrupt and wait patiently for their turn to speak. All pupils make good progress in speaking and very good progress in listening. By the time pupils leave the school, their standards in reading are good. They read a range of texts fluently and accurately, using appropriate expression. Their library and research skills are good and they use these effectively in other subjects. Pupils make good progress in reading, but pupils with special educational needs who are very well supported make very good progress. Pupils' attainment in writing at age eleven, is satisfactory, overall, although many higher attaining pupils achieve above average levels. This represents good progress as many pupils' writing is below average when they enter the school. Handwriting is good. Punctuation, spelling, use of vocabulary and grammar are broadly in line with the expected standard.

3. There are some good examples of short expressive and narrative writing but pupils are given insufficient opportunities to extend their ideas and stories further. Pupils with English as an additional language benefit from the specialist support they receive and make good progress, whilst pupils with special educational needs make very good progress towards the targets in their individual education plans. The Literacy Hour is having a positive impact in raising the general level of attainment in English. Increasingly good use is being made of information and communication technology, especially for word processing. Literacy is used well across many subjects of the curriculum, such as in history and geography.
4. When they enter the school, pupils' mathematical skills are generally below average. However, by the age of eleven, pupils have developed a good understanding of numeracy. They practise their skills well with money, weighing and measuring and are fully competent in problem solving and data handling. Pupils are confident in carrying out complex calculations with numbers up to 100 and measure confidently the angles in a triangle. Higher attaining pupils have a good understanding of mathematical terms such as isosceles, acute and perpendicular. Pupils make very good progress throughout the school. A significant feature of this very good progress is the extent to which mathematical skills, knowledge and understanding are methodically consolidated over time. Pupils with special educational needs and English as an additional language are well supported in the classrooms and also make very good progress. The school follows the National Numeracy Strategy which has been successfully introduced. Links with numeracy are developing well through other subjects, for example, science, music and history.
5. In science, pupils' attainment is above the national average at age eleven. All pupils, including those with special educational needs and English as an additional language, make good progress. Pupils show good skills in planning and carrying out investigations and most pupils have a clear understanding of the features of a fair test. Older pupils study the digestive system and the function and care of teeth. They study the effects of exercise on the heart and investigate confidently the impact on their pulse rate and breathing patterns. They are confident in studying physical processes, for example electricity and its uses and construct both simple and complex circuits. Older pupils have good knowledge and understanding of the earth and beyond. Pupils' knowledge and understanding of materials and their properties is satisfactory. They are reasonably secure in describing the similarities and differences between materials and explore satisfactorily the effects of heating and cooling water and chocolate.
6. By age eleven, pupils' attainment in information and communication technology is in line with what is expected nationally and meets the requirements of the National Curriculum. All pupils make good progress. This is a significant improvement since the last inspection when most pupils were making unsatisfactory progress and standards failed to meet national expectations. This improvement reflects the priority given to the subject by the school, an increased allocation of teaching time, a new scheme of work and teachers' improved knowledge and understanding of the subject. As they progress through the school, pupils become more familiar with the computer and keyboard and their confidence and understanding of computers increases as they move on to more sophisticated applications. Younger pupils practise word processing, editing out mistakes

in a text and reordering groups of sentences to make them read correctly. Older pupils use a publisher programme and combine pictures and text to make effective designs for the covers of their topic folders. The school is keen to develop strong cross-curricular links with other subjects and there are signs that it is being successful in this aim for example in English, science, history and geography.

7. In religious education, whilst in most of the lessons seen the attainment of pupils aged eleven was satisfactory, a detailed examination of pupils' work and interviews with pupils reveal that their knowledge and understanding fail to fully meet the requirements of the local agreed syllabus. On balance, all pupils throughout the school make unsatisfactory progress. This is because teachers do not consistently follow the scheme of work to ensure that the full content of the syllabus is sufficiently covered. Teachers are also reluctant to offer pupils adequate opportunities to explore the subject in sufficient depth. Satisfactory progress is made in the study of personal and social issues. The oldest pupils discuss the attributes found in religious and world leaders, but, in discussions, pupils demonstrate inadequate ability to use appropriate terminology to explain matters of belief, concepts or symbolism. They also have inadequate knowledge of the richness and diversity of other religions. Throughout the school, detailed recording and written accounts of work studied are unsatisfactory.
8. In geography, music and art, pupils are attaining at levels appropriate for their ages and all, including those with special educational needs and English as an additional language, make satisfactory progress. In history, attainment is at the expected standard, but progress is good. In physical education, pupils are attaining at levels above those normally expected and they make good progress. This represents a significant improvement since the last inspection when some pupils, including higher attaining pupils, were reported as under-achieving. Standards in design and technology are at levels typical for pupils' age but progress is good. At the last inspection, standards were unsatisfactory and progress was poor. There are no significant differences in the attainment of boys or girls in any subject.

Attitudes, behaviour and personal development

9. Pupils' attitudes to learning, their behaviour and relationships are very good. The personal development of pupils is good. This is a significant improvement since the last inspection, when behaviour was a major concern and was identified as a key issue. This aspect is now a strength of the school and contributes significantly to standards and the quality of life in the school. In the year prior to the last inspection, behaviour was such that exclusion was used as a regular behaviour management tool and there were 19 exclusions. In the past year there have been none.
10. Pupils, including those with special educational needs, have very good attitudes to learning. In lessons, pupils are keen both to ask and answer questions. Teachers make good use of open questions allowing pupils the opportunity to develop their oracy skills. Generally, pupils concentrate well and listen intently. They stay on task and persevere when it becomes challenging. For example, during an information and communication technology lesson, pupils continually redrafted work until they achieved an acceptable standard. This has a very positive effect on their learning. Pupils work co-operatively in pairs and in small groups, even when not under direct teacher supervision. This has a positive effect on their social development. Pupils' capacity for personal study is developed through class-based activities and homework. For example, pupils use the Internet, the library and homework to research information about stars as part of their topic work on the solar system. Most pupils are developing good library skills. Homework is set consistently and the homework policy is in line with government recommendations. This has a positive impact on standards.
11. The behaviour of pupils in and around the school is very good. Pupils are polite, inquisitive,

friendly and welcoming to visitors. Pupils with special educational needs and pupils with English as an additional language are fully integrated into the life of the school. The school operates as an orderly community. Behaviour at lunchtime and during breaks is very good. Behaviour in the classroom is generally very good; there were only a few occasions when unacceptable behaviour was seen during the inspection. Behaviour during assemblies is very good and is sometimes exemplary. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism.

12. Relationships within the school are very good between pupils and between adults and pupils. For example, during shared reading, pupils respond to parent helpers in the same way as they respond to teachers. This creates a positive atmosphere and contributes effectively to the standards achieved. Pupils respect the views of others even if they differ from their own. Relationships are constructive, pupils work well in pairs and collaboratively in small groups. Racial harmony between pupils is good. There was no evidence of bullying or racist comments during the inspection. Parents and pupils report that bullying is not an issue in the school, because staff and pupils are pro-active in dealing with any rare isolated incidents. Pupils are confident of reporting any pupil who was seen to bully another child. Pupils are very supportive of children with special educational needs, offering help and advice as appropriate. They relate well to each other, share resources well and take turns patiently in using equipment, particularly in information and communication technology.
13. The personal development of pupils is good. Pupils take increasing responsibility for their work as they move through the school. Pupils elect members to the school council, discussing concerns about issues at the council meetings. Pupils are keen to accept responsibilities offered. For example, each class has monitors for a range of duties, such as tidying the class library and taking registers to the office. Responsibilities increase as pupils get older and the school captains are elected from Year 6. Pupils are also involved in the wider community through fund-raising, which has a positive effect on their self-esteem and personal development.

22. **Attendance**

14. Attendance, overall, is satisfactory. There has been a slight improvement in the rate of attendance since the last report. However, a significant amount of time is lost from school because of family holidays taken in term time. For example, twelve weeks of schooling had been lost by the third week of this term due to holidays in term time. This has a negative impact on the attainment and progress of those pupils who miss school.
15. Unauthorised absence has been reduced slightly since the last inspection, but it is still well above the national average. The main reason for unauthorised absence is because of a lack of written notes from parents, but an isolated incident of truancy has been reported. A small number of pupils arrive each day between 9.00 and 9.30, sometimes causing disruption to the first lesson of the day.
16. Registration is quick and efficient. Lessons generally begin on time and pupils report that they enjoy coming to school. There are examples of very good use of registration time during which some parents support small group work in shared reading.

QUALITY OF EDUCATION PROVIDED

Teaching

17. The previous inspection reported teaching as good, overall, but 15 per cent was unsatisfactory. This inspection finds that teaching is still good, overall, but this judgement should not mask the fact that it has improved considerably, unsatisfactory teaching having decreased to just 3 per cent. Overall, teaching is good or better in 72 per cent of lessons and in 25 per cent of lessons it is very good. Teaching is very good, overall, in mathematics and is good in all other subjects except geography and religious education where it is satisfactory. There is insufficient evidence to make judgements about teaching in art or design and technology.
18. In English and mathematics, teaching is particularly good in the classes in Year 6. In English, all teachers have good knowledge and understanding of the subject. In a very good lesson on Romeo and Juliet, for example, the teacher's confidence in the text enables her to give a thorough description of the context of the drama, supporting her pupils very effectively in teasing out the meaning of Shakespeare's text. Teachers are very confident in presenting the Literacy Hour. They set clear learning objectives and plan the work well to ensure that the needs of all pupils are met, including those with special educational needs and those still acquiring full competence in English. Teachers' high expectations are reflected in the challenging work set and in the quality of the questioning, challenging pupils to think and to recall previous learning before giving thoughtful answers. In most subjects, classes are very well managed and teachers treat pupils in a consistent manner, contributing to the generally very good standard of behaviour in the school. In mathematics, teachers have very good subject knowledge and are confident in their presentations and explanations. In a lesson on fractions, for example, the teacher's very good subject knowledge enables pupils to build very methodically on their previous learning and they all make very good progress. Teachers use the National Numeracy Strategy very well. Class organisation is very good, classes being appropriately grouped and teachers ensuring that all pupils, including those of high attainment, are sufficiently challenged. In a very few otherwise satisfactory lessons, work is not sufficiently matched to meet the varying levels of attainment in some classes, leading to pupils of higher attainment being insufficiently challenged.
19. In religious education, teachers' knowledge and understanding of the subject is not sufficiently secure. In some lessons, the quality of otherwise satisfactory lessons and the progress pupils make was impeded by the teachers' lack of confidence and inconsistent use of the scheme of work. Teachers also have a low awareness and understanding of the value of spiritual development and fail to promote it actively in their pupils. The general standard of teaching in information and communication technology is good, but is not consistent throughout the school. The co-ordinator is planning training for some teachers to improve their skills to match the quality of the new equipment in the school. All are beginning to use the technology more confidently in other subjects in the curriculum. Resources through the school are generally used well.
20. The quality of day-to-day assessment of pupils' progress is generally very good. In most subjects, a strong feature of teaching at the beginning of lessons is the use of incisive questioning to establish the quality of prior learning. Most teachers are confident enough to adapt their plans in the light of this assessment. The quality of record keeping and marking of pupils' work, overall, is good, with only a few instances of marking being below this standard. At the parents' meeting some parents expressed dissatisfaction with the homework set by the school, particularly with marking. Inspection found that homework is generally set on a regular basis, and, with few exceptions, most work is marked well.
21. The teaching of pupils with special educational needs is very good. Teachers also use the very capable learning support assistants effectively to provide very good support for these pupils.

Class teachers plan with the targets in pupils' individual education plans in mind and ensure that tasks and resources are well matched to pupils' abilities. Close attention is paid to assessing pupils' work to measure the progress they make towards meeting their targets. Recording of this information by class teachers is generally good.

22. The quality of teaching by the staff from the service for language support is good. The specialist teachers meet with the class teachers to ensure that they have an understanding of the content of lessons. There are clear procedures used to identify the needs of these pupils. The ethnic and cultural backgrounds of the support staff are used well to present good role models.
23. The teacher from the African and Caribbean Support Services also liaises effectively with parents and families, so promoting the pupils' personal well being and social development. There is good co-operation with parents and other teachers in the school. A wide variety of resources and materials are used to ensure that the pupils are confident and are able to develop their language skills in a wide variety of contexts.

32. **The curriculum and assessment**

1. The school provides a good curriculum that is broad and balanced and meets the requirements of the National Curriculum. It has successfully incorporated the Literacy and Numeracy Hours. Very good progress has been made in the planning of the curriculum, which has developed significantly since the last inspection and is now good. In the last report it was identified as a weakness. However, the provision the school makes for religious education is unsatisfactory, as the recommendations of the local agreed syllabus are not being satisfactorily implemented. This is because the scheme of work to support the syllabus, outlining which topics should be taught when, is not used consistently by all teachers. Areas of the syllabus are not being taught systematically and pupils' knowledge and understanding of religious education is not reinforced and extended progressively. In practice, the time devoted to the subject is insufficient and is less than that planned on the timetable.
1. Significant amounts of time are given to English and mathematics every day and this time is used very effectively. The literacy hour has been very well implemented in all classes where a suitable range of experiences are provided for all pupils. There is evidence from improved National Curriculum Test results and from this inspection that it is contributing well to the development of pupils' reading and writing skills. There is an effective strategy for literacy across most of the curriculum. Similarly, the school's numeracy strategy adds considerable value to the overall development of pupils' mathematical competence. There is very good equality of access and opportunity for all pupils throughout the school.
2. The programme for personal, social and health education is very good. Many elements are taught through other subjects, such as religious education and science, with appropriate emphasis being given to sex education and drugs awareness. Pupils are encouraged to express themselves through art, music, drama performances and creative writing. Poetry and stories are well emphasised and make a valuable contribution to pupils' personal and social development. Visitors to the school are valued, including parents and governors, who are very supportive. Homework is used well in all classes to enhance the curriculum effectively. The provision for pupils with special educational needs is very good. The school's systems to ensure early identification of these pupils are also very good. The special educational needs co-ordinator is meticulous in liaising with class teachers to formulate and review targets in pupils' individual education plans. This results in pupils achieving appropriate standards in their work and making very good progress. The school makes good use of the advice available from specialist support services. In particular, the contribution made by the local authority advisory and inspection service has been excellent. The special educational needs policy is a clear and helpful working document.

3. Policies are in place, or are being drafted, for most subjects. Schemes of work and guidance documents from the Qualifications and Curriculum Authority ensure appropriate coverage of the National Curriculum. Considerable ongoing input to the development of school planning, managed by the deputy headteacher, has produced high quality long and medium term planning. Short term planning is well structured with many teachers having devised their own modifications and all plan well. Teachers regularly evaluate the outcomes of their planning. Planning for the literacy and numeracy sessions is very good. The inclusion of information and communication technology, as a core subject of the curriculum, has been effectively planned for as a discrete subject and it is also beginning to be integrated appropriately within other areas of the curriculum.
4. The curriculum provided for pupils for whom English is an additional language is very good. Careful assessments are made of pupils' language and literacy skills. This information is used effectively to establish targets for achievement.
5. There is good co-operation between the language support service and classroom teachers, enabling pupils to make good progress. Regular assessments are made by the school to establish pupils' previous learning. Where necessary, some lessons are used to consolidate and to reinforce pupils' language skills. Because of this carefully structured approach, many pupils achieve satisfactory standards and some beyond, by the time they leave the school.
6. Provision for extra-curricular activities is good. Pupils have opportunities to take part in a range of sporting and musical activities that take place either over the lunch break or after school. These include, football, cricket, athletics and guitar, drama and piano tuition. There is also chess and needlework. Year groups undertake a termly trip, enhancing the quality of the curriculum, but opportunities are missed to extend their wider education, especially their knowledge and understanding of science, geography, and physical education through residential field trips.
7. Very good progress has been made in developing procedures for assessment since the last inspection when this was an area of weakness. These procedures are now good and the school has a clear and helpful policy for assessment and planning. It is reviewed regularly and amended to reflect the many developments which have taken place in this aspect of the school's work. The school's marking policy is very good and is clearly displayed in classrooms.
8. The good assessment procedures include an analysis of the results of National Curriculum Tests in Key Stage 1 to establish a baseline. Additional assessments are made of pupils' attainments when they enter school. Throughout the school, effective systems are in place to monitor and track the progress made by individuals and groups of pupils as they move from one year group to the next. Most subjects have specific assessment procedures built into them, the most sophisticated and detailed being in English, mathematics and science. In information and communication technology learning outcomes are monitored, as well as the areas of learning covered within lessons. Annotated examples of pupils' work are also being collated in this subject.
9. Very detailed assessments of pupils' attainment and progress, identifying accurately which groups of pupils are underachieving, reflect the school's very strong commitment to equality of opportunity. The school is very quick to respond to any identified need to ensure that pupils are well supported and make very good progress. Individual Education Plans for pupils with special educational needs are very good. The regularity and rigour with which they are reviewed and updated is excellent. They make an invaluable contribution to teachers' planning. Teachers also make very good use of assessment to plan the future work of higher attaining pupils.
10. There are good recording procedures in place. Each pupil has a reading and writing record as

well as individual target cards. Within each class, teachers maintain records for each guided reading group. Recording sheets for each subject help teachers maintain an up to date profile of each child's achievements. The systems devised by the school are both manageable and used well. The assessment co-ordinator rigorously monitors their maintenance and implementation.

43. **Pupils' spiritual, moral, social and cultural development**

11. Overall, the provision for the pupils' spiritual, moral, social and cultural development is good. The provision for pupils' cultural development is very good and the provision for pupils' moral and social development is good. This represents an improvement since the last inspection. However, the provision for pupils spiritual development is unsatisfactory. There has been no improvement in this aspect since the last inspection.
12. The spiritual, moral, social and cultural policy is linked to the schools' personal, social, and health education programme and to the religious education programme. However, in terms of spiritual development, this is not always translated into classroom practice. There are some opportunities for pupils to develop their spirituality during some lessons, for example whilst watching a video of the eclipse, but such moments are few. Assemblies represent a coming together of the school community, but they lack spirituality. They are neither wholly nor mainly of a broadly Christian character. During assemblies pupils are not always given time for reflection. The school has not addressed the issue of there being no overall policy, to ensure that daily acts of collective worship take place, since the last inspection. The planning for religious education provides pupils with an insight into the Christian religion, but there is insufficient emphasis on the study of other major world faiths and very few visits to places of worship.
13. The provision for pupils' moral development is good. In lessons and assemblies, pupils are taught to recognise the difference between right and wrong, to respect property and the rights of others. Pupils are taught to know what is acceptable and unacceptable behaviour. For example, school and class rules are prominently displayed. Awards are given in the form of house points to recognise good behaviour and work. The school awards a prize to the most caring pupil in each class. Assemblies reinforce moral values of honesty and altruism through appropriate stories. Pupils are taught to be polite and courteous, responding well to the high expectations set. Staff and other adults in the school are good role models, showing care and consideration for the pupils throughout the school. Parents are very satisfied with the values and attitudes promoted by the school, feeling that they have a positive effect on their children.
14. Provision for pupils' social development is good. The staff promote good relationships between all members of the school community. Teachers plan lessons to include activities involving pupils working in groups and sharing and taking turns. Planning for personal, social and health education includes the importance of relationships with friends and families and caring for each other. The election of the school council allows pupils the opportunity to experience facets of citizenship and to become involved in decisions effecting the school community. House Captains are responsible for helping pupils in Year 3 to settle into school. Although there is no residential trip, there are termly trips to places of interest and the school makes good provision for extra curriculum activities.
15. The school's provision for cultural development is very good. Many opportunities are provided through the curriculum for pupils to enrich their knowledge and experience of the traditions and heritage of their own and other cultures. For example, careful assessments are made of pupils' language and literacy skills. This information is used effectively to establish targets for achievement. The school's production of Windrush, celebrated the 50th Anniversary of the first hundreds of migrants from the Caribbean to settle and find jobs in England. This combined effectively the use of history, physical education, dance and music in exploring another culture particularly significant to the school. Festivals from both Christian and other cultures, such as

Buddhism and Sikhism, are celebrated and this assists pupils' understanding of other faiths. The displays in the school include portraits of famous painters from around the world, and costumes from other cultures are used to support topic work. The Queen of Matamba is studied as a parallel between England and Africa. A local author has visited the school and an African Caribbean contemporary dancer choreographed the dance for the Christmas production. Pupils have visited the Victoria and Albert Museum, the local concert hall and the whole school visited the Barbican theatre.

Support, guidance and pupils' welfare

16. Procedures for monitoring pupils' academic progress and personal development are very good. Parents speak highly of the levels of pastoral support available to their children, especially those with special educational needs and feel that they are well informed about their children's progress and personal development. Good procedures are in place to ensure a smooth transfer from the infant to the junior school and pupils are well prepared for transfer to secondary school.
17. The school has successfully addressed the key issue in the last report relating to child protection and procedures are now very good. However, the last report also identified health and safety concerns as a key issue. There are still concerns about the procedures for health and safety which are poor; some statutory requirements are not being met.
18. Procedures for monitoring pupils' academic progress and personal development are very good. Academic progress and personal development are monitored informally on a day to day basis by class teachers, who take hand-written notes which are used to provide academic and pastoral support. Teachers make use of good questioning and quickly assess pupils' knowledge and understanding through their answers. Learning support assistants share observations with class teachers who use this information effectively to inform planning. The results of National Curriculum Tests, both statutory and non-statutory, are analysed rigorously to monitor pupils' progress. Academic progress is also monitored, using the information gained from parents during parent-teacher consultations. Monitoring of pupils' personal development is also very good. All staff know their pupils well and use this knowledge to provide support on a daily basis. The rewards and sanctions policy is used appropriately to monitor pupils' personal development. Monitoring of pupils with special educational needs is exceptionally good. Lesson plans are in small steps and the progress pupils make in achieving their targets is reviewed weekly. The school makes good use of outside agencies to support pupils. The special educational needs co-ordinator provides very good support to colleagues, providing help and advice and compiling targets in pupils' individual education plans. He also liaises very well with outside agencies for special educational needs, ensuring that pupils' statements are reviewed in line with the Code of Practice guidelines. Learning support assistants provide very effective help for these pupils. Parents think very highly of the support provided for these pupils, a view which inspection fully endorses. Discussion with parents indicates that the pastoral role of the teacher employed for supporting African and Caribbean children is supportive and helps them to feel secure.
19. The school's procedures for promoting discipline and managing behaviour are good. The policy is the product of full consultation and discussions with parents and governors and is structured and well thought out. The school promotes self-discipline and this is re-enforced by the behaviour and discipline policy. Pupils understand the rewards and sanctions policy. They take great pride when they are awarded house points for good work or behaviour, the house with the most points being awarded the monthly house trophy. The headteacher records centrally any serious incidents of unacceptable behaviour. Staff are consistent in the use of the policy. The school policy on bullying is very effective. Parents and pupils reporting that bullying is not an issue in the school. Pupils in Year 5 read to pupils in Year 2 in the infant school, this being a very effective way of introducing the buddy system when pupils transfer to the juniors.

20. Procedures for monitoring and promoting attendance are unsatisfactory. The school does not contact parents on the first day of absence if they do not know the reason for a pupil's non-attendance at school. This was also reported at the parents' meeting. There are a number of absences in the registers with no codes identifying the reasons for absences. The school is currently reviewing its attendance policy to ensure that reasons for absence are followed up rigorously. The school does not have the services of a permanent education welfare officer. Lateness is recorded and monitored by class teachers. The school presents certificates to pupils with high attendance or good time keeping.
21. Procedures for child protection are very good. Staff have received in-house training on awareness of child protection issues. The head teacher is the named person for child protection and has received the appropriate training. There is a school-specific child protection policy in addition to the local authority guidelines. First aid boxes are sufficient in number and content and procedures for dealing with accidents are very good, with all incidents recorded. There is a sufficient number of staff appropriately qualified in first aid.
22. Procedures for health and safety are poor. Although there are regular risk assessments, the work is not prioritised. There are no procedures in place to ensure that the testing of fire equipment and portable electrical appliances takes place annually in line with statutory requirements. The school has a very detailed policy for fire precautions, but the policy is not followed. For example, fire alarms are not tested weekly. It is reported that they are tested termly, but inspection was not able to substantiate this claim as records are not kept. Fire drills do not always take place within the first two weeks of term.

Partnership with parents and the community

23. Overall, partnership with parents and links with the community are good. This is a significant improvement since the last inspection, when the need to improve relationships with parents and the wider community was identified as a key issue. The school has improved the information to parents about the curriculum, although there is little written information provided in home languages. Translators are available at parents' evenings on request. Parental involvement in their children's learning is now very good and is a strength of the school. Links with the community are good.
24. The information supplied to parents is good. The school now consults regularly with parents on a range of issues, for example, the home-school agreement and the behaviour and discipline policy. There are termly parent-teacher consultation meetings and, since the last inspection, the school has introduced additional meetings to give information about the Literacy and Numeracy Hours. These have been well attended and parents report that they found the meetings helpful and informative. Parents comment that they are not happy with the new format for pupils' annual reports. The current reports are informative but impersonal and there is no comment from the head teacher. The school is responding to this and will be reviewing the reports in the light of parental comments. The governors' annual report to parents and the prospectus are informative, meeting legal requirements. Parents are generally happy with the information provided by the school. There is a termly newsletter, giving parents information on what is happening in the school. Information on the topics their child will be studying is available from the school.
25. The school has introduced a pupil affairs committee that meets to discuss any parental complaints. This committee acts as an independent body and is proving both successful and popular with parents and the school.
26. Parental involvement in their children's learning is very good. Although there is no formal

parent teacher association, parent helpers in the school work with staff to raise funds by selling raffle tickets and organise the Christmas Fair. Fund-raising events are well supported financially by parents. Parents of pupils with special educational needs are fully involved in their children's learning and work set is directly related to the targets in their individual education plans. Parents of children with statements are involved appropriately in annual reviews. Parents are also involved in their children's learning through homework, including hearing their children read. They are given targets for their children to work on during the school holidays and the progress is then discussed at the following consultation evening. This is much appreciated by parents who help regularly in the classrooms, with swimming, in making resources and accompanying children on trips. In one class, four parents were working effectively with small groups of readers and having a positive effect on pupils' attainment and progress. Parents are invited to special assemblies and take part in discussions with the School Self Review Group. The partnership approach with parents, employed by the teacher who supports African and Caribbean pupils, is particularly effective and appreciated. Staff giving language support to pupils with English as an additional language, where appropriate, visit parents at home to discuss their involvement in their children's learning and informing them of their children's progress. Parents report of feeling valued as important partners in their children's education.

27. Links with the community are good. Visitors to the school are valued. A local School of Performing Arts regularly supports the curriculum and is involved in Christmas productions. The community police officer and the school nurse support the personal and social education programme. Local railway safety officers give talks on the railway, transport and trams to support topic work. There are a number of after school activities organised by parents with appropriate expertise, supporting the physical education of pupils. Links with the wider community include coaching by Swifts Basketball Team and Wimbledon Football Club. There are a number of outside trips including visits to the Butterfly House, a Roman villa, Greenwich and South Norwood Country Park. There are business links with a local newspaper. Pupils raise funds for a number of national charities, contributing positively to their personal development. Speakers visiting the school and these trips enhance and support the curriculum and have a positive effect on pupils' progress.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

28. Since the last inspection, there have been improvements in the leadership and management of the school. The governing body's strategic role has been strengthened and this is reflected in much greater involvement in school development planning. Management is good, overall. There is a very clear educational direction for the school and this is a significant factor in the school's making good progress, overall, since the last inspection. Since then, the general standards in English are continuing to rise and there has been significant progress in the level of attainment in mathematics and science which, in relation to similar schools, is well above average. Standards in information and communication technology and in design and technology are now at an acceptable level. They were below average at the last inspection. Other significant improvements include much better behaviour from pupils, good partnership with parents and the wider community, very good assessment and good procedures and very good child protection procedures. However, some statutory requirements are not met and standards in religious education are now below the expectations in the local agreed syllabus. Nevertheless, there is a very clear commitment from all staff to improve the school and to raise standards. Innovations and developments are well paced and are closely matched to pupils' learning needs. School development priorities are identified through a variety of strategies, including parental surveys, evaluation of National Curriculum Test results, local authority assessment data and the quality of teaching. This enables the school management to have a very good overview of the standards of attainment and progress, helping to identify appropriate priorities for improvement. The

school development plan is a well constructed document and progress in achieving its aims is carefully monitored.

29. The headteacher provides very strong, effective leadership, enabling the school to continue to improve with a clear sense of purpose and vision. The strategies and personal qualities of the headteacher have played an important role in improving the quality of the teaching and learning. Improvements in information and communication technology are one example where she has been ably supported by the expertise in the subject of the chair of governors. Another example of this successful partnership has been the introduction of rigorous selection procedures for staff, including classroom observations of teaching before appointing. The deputy headteacher also plays a major role in the management of the school and works very effectively with the headteacher. Together with subject co-ordinators, they scrutinise data of pupils' performances effectively, identifying how best to raise standards. There is a very good supportive partnership with the governors, ensuring that the overall management of the school matches pupils' needs. The governors have continued to develop their sub-committee structure effectively, including that for curriculum, finance, staffing, and pupils' welfare. They are committed to the school and give of their time freely, for example attending training courses on literacy and numeracy, ensuring full awareness of their responsibilities.
30. The headteacher provides helpful information to the governors, ensuring that they are fully informed about the work of the school. Governors discuss the results of National Curriculum Tests and set targets for pupils' achievements, monitoring trends in progress. The governor for numeracy liaises closely with the co-ordinator and observes mathematics lessons. The governor responsible for special educational needs has a clear view of her role, adopting a close working partnership with the special educational needs co-ordinator to ensure that the quality of provision is maintained at a high standard. The governing body frequently monitors this aspect of the school's work.
31. Formal monitoring and evaluation of teaching and curriculum development are undertaken regularly in most subjects by the headteacher, co-ordinators or the senior management team. However, this does not take place for religious education. In view of the unsatisfactory standards in the subject this is a significant weakness. The quality of support given during literacy and numeracy hours by non-teaching staff is good. Teachers are familiar with the most effective ways to deploy support staff, ensuring that they make a positive contribution to pupils' learning.
32. There is a strong commitment among the staff to evaluate their own teaching. Co-ordinators have clearly defined responsibilities and, in fulfilling them, most make a very effective contribution to the quality of the pupils' work. Management of special educational needs, mathematics and information and communication is very good and there is some outstanding practice in the detailed evaluation of assessment data. Staff development is linked with the needs of individual teachers as well as the needs of the pupils as whole. This has helped to promote, for example, the recent developments in child protection procedures, the scheme of work for design and technology and some aspects of mathematics.
33. Support is managed well for pupils with English as an additional language and those from ethnic minority groups who are underachieving. There is careful targeting of staffing and resources to ensure that progress is maintained. The special educational needs co-ordinator, in conjunction with class teachers, rigorously monitors the maintenance of pupils' records, ensuring that they are of a good standard.
34. Statutory requirements are not met in respect of the daily act of collective worship, and in some health and safety issues.

35. The school is committed to equality of opportunity and carries this commitment successfully into practice. Relationships between staff and pupils are very good. There is a shared sense of purpose by all those associated with the school and a commitment to raising standards in most areas of provision. A very good ethos permeates a learning environment in which all staff work together, valuing individual pupils and encouraging parents to share in their children's education.

Staffing, accommodation and learning resources

36. The school is well staffed. Teachers are well qualified and experienced to meet the demands of the curriculum. Newly qualified staff and staff new to the school, receive good support from their colleagues, working as part of a year group team. Newly qualified staff benefit from procedures giving them good support in their early teaching experience, both from the school and within the Local Education Authority.
37. The school is well served by the expertise of experienced support staff to assist pupils, especially those with special educational needs and pupils with English as an additional language. They are well deployed and work well with other members of staff and reflect the ethnic background of the pupils and the local community.
38. The arrangements for the professional development of staff are good. Appraisal has been completed within an appropriate cycle and in accordance with local authority guidance. Appropriate in-service training provides effective support for their professional development, meeting the needs of the school as identified in the school development plan. Staff have regular meetings with the headteacher to discuss their personal development. However, there has been inadequate professional development to ensure that the religious education syllabus is fully covered by all teachers.
39. Accommodation is good and provides well for effective teaching. It is clean and well maintained by the domestic staff. Attractive displays enhance both the corridors and the classrooms. Classrooms and furniture are all adequate and there are good, easily accessible storage areas for resources. The centrally located library's stock of books is not extensive, many being old. Within individual classrooms the range of fiction and non-fiction books linked to topic work is good. The building is fully accessible to wheelchair users, with appropriate toilet facilities for disabled pupils, staff and visitors. The school grounds and play areas are pleasant and some work has been undertaken to improve the environment by the creation of a natural wildlife habitat and pond area. Pupils clearly appreciate the results, showing a high degree of respect for the surroundings. The grounds are effectively used for environmental studies and work linked to science and geography. Further work is planned and identified as a priority in the school development plan.
40. Resources throughout the school are good, including resources for pupils with special educational needs and for information and communication technology. The last inspection report identified the need for further investment in resources for science, design and technology, physical education, art and some areas of mathematics. Good progress has been made in redressing these shortcomings since the last inspection.

The efficiency of the school

41. The efficiency with which the school manages its resources and finances is good, overall. The governing body, through the work of its finance committee, maintains an effective oversight of budget planning and expenditure. Spending is carefully monitored. The planned underspend of approximately 9 per cent in the last financial year, for example, was for development of a suite for information and communication technology and to purchase additional resources. The headteacher works very well with the chair of finance and the finance support office from the

local education authority. The school has established good procedures for monitoring quality and educational standards, making efficient use of its staff, learning resources and accommodation. The school judges well the balance between securing the best value for money without compromising the quality of teaching and learning.

42. There is detailed monitoring of the day-to-day and long term running costs of the school. The chair of the finance committee is knowledgeable and has a very effective and supportive working relationship with the school.
43. A number of recommendations from a recent local authority audit have been implemented. The school secretary deals effectively with routine financial, personnel and budgetary matters, as well as monitoring visitors for security and providing first aid to pupils. New, more efficient organisational procedures for filing have been introduced and computer technology is used effectively to retain information on pupils.
44. The funds for pupils with special educational needs are managed very well. The special needs co-ordinator, in conjunction with the headteacher and designated governor, closely monitors all aspects of special needs provision. Support staff are used effectively and are a strong feature of the school's provision in helping these pupils meet the demands of the curriculum.
45. The school budget is supplemented by funds for pupils with English as an additional language and pupils from ethnic minority backgrounds. These funds are used effectively to promote the good progress of these pupils.
46. Taking into account the educational standards achieved and the fact that pupils are making good progress, that they have very positive attitudes to learning and very good behaviour, balanced against their attainment on entry and the school's general context and the resources and income available, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

47. In the last inspection, the standards of eleven-year-olds were broadly similar to those found in the majority of schools throughout the country. The results of the National Curriculum Tests since then indicate steady, continuing improvement, with the percentage of pupils achieving the national standard increasing every year. With the exception of reading and listening, which are above average, findings from this inspection show that standards are still broadly average and reflect the 1998 National Curriculum Test results which are in line with those expected nationally. However, compared to similar schools, standards are well above average. The 1999 National Curriculum Tests show that standards are continuing to improve with a greater percentage than previously achieving the higher level (Level 5). It is not possible to compare these results with the national picture in the absence of published data, but inspection confirms that there are more pupils achieving at a higher level than in 1998. This improvement is due to a number of factors. These include the introduction of more rigorous selection procedures in the appointment of staff that have improved their quality; good planning; clear target setting for pupils, using, for example, information from non-statutory tests, allied to effective systems for analysing and tracking their progress and the successful introduction of the National Literacy Strategy.
48. An above average percentage of pupils arrive in the school with under-developed language skills. Some are well below average. Pupils whose first language is not English receive language support from specialist services. These pupils make good progress in their understanding and use of English. Lessons are usually carefully structured and most of these pupils attain satisfactory standards of speaking and listening in English by the time they leave the school.
49. By age eleven, pupils' attainment in speaking and writing is satisfactory; it is good in listening and reading. In discussions, pupils are enthusiastic and listen carefully to their teachers and to other pupils. They listen to debate and argument patiently without interrupting and comment critically but sensitively on the strengths and weaknesses of the points being made. By age eleven, their concentration span has developed to a good level. These skills are transferred to most subjects of the curriculum. In speaking, pupils display good use of speech in small groups and speak confidently. In groups, they match their speech effectively to suit different contexts. For example, in studying text from Romeo and Juliet, pupils in Year 6 convey well the sense of urgency and anger in the dialogue between Capulet and Tybalt through expressive readings of the drama. In speaking to a wider audience, however, for example to the whole class or in assembly, pupils do not speak with the same measure of assurance; whilst they are confident in their views and opinions, they do not consistently enunciate and articulate clearly, nor project their voices sufficiently for all to hear and understand. Most pupils, including those with special educational needs and those with English as an additional language, make very good progress in listening and good progress in speaking.
50. By the age of eleven, pupils' reading is good. This represents significant progress since the last inspection, when reading was satisfactory. As they progress through the school, pupils' detailed understanding of text improves significantly, enabling them to read beyond the literal. They read a range of texts fluently and accurately and with appropriate expression. When they enter the school, pupils' research and library skills are underdeveloped. They make good progress, however, and, by the time they leave the school, their research skills are well developed and they use their good library skills to support their learning in other subjects. They refer readily and confidently to reference books in the course of their studies. Pupils enjoy reading and are encouraged to respect books. Younger pupils persevere and employ word building and phonics

to respond to unknown words. They explain clearly why they like their books. Older pupils enjoy reading, studying the text of William Shakespeare's *Romeo and Juliet* and making sensible interpretations of its meaning. Pupils benefit from the emphasis placed on reading both in school and at home. There is a good, guided reading program with effective support provided by well-trained parent helpers. When they enter the school, pupils' reading is broadly average and pupils, including those with English as an additional language, make good progress. Pupils with special educational needs benefit from very good support and make very good progress.

51. When they enter the school pupils' attainment in writing is generally below average. Pupils, including those with English as an additional language, make good progress and by the time they leave, attainment in writing is broadly average, although there is a greater proportion achieving above the standard expected than that indicated by the 1998 National Test results. Pupils with special educational needs are very well supported and make very good progress towards the targets in their individual education plans. Progress is such that many of these pupils achieve the national standard by the time they leave the school. All pupils benefit from the systematic emphasis placed on handwriting, usually before the Literacy Hour. Most pupils prepare their final draft of their written work in fountain pen and, by the time they leave school, the overall standard of handwriting is above average. For the majority of pupils spelling, punctuation, vocabulary and use of grammar is in line with national expectations. Young pupils study how dialogue is presented in stories and display increasing knowledge and understanding of the use of speech marks, exclamation marks and general punctuation. In Year 4, pupils plan their story effectively, concentrating on the setting and making good links with their history studies of Ann Boleyn and the Tudors. Some have difficulty recognising past, present and future tenses. In Year 5, pupils begin to understand and use idioms appropriately in their own writing, such as "end of tether" and "elbow grease". In Year 6, pupils study William Shakespeare, linking this well with their knowledge of the Tudors. They write clearly and use their knowledge to give intelligent interpretations of the meaning of Shakespeare's text. The best work is above average, but most is at the standard expected for their age. Whilst there is much good creative writing, opportunities for extended writing are limited, inhibiting the chance for pupils to develop the ideas in their stories further. Information and communication technology is used increasingly in drafting and in research work as pupils develop their skills in this subject.
52. Pupils' attitudes to learning are generally very good throughout the school, contributing significantly to the good progress being made. Pupils show high levels of concentration and remain focused on their tasks. They are by now well used to the routines of the Literacy Hour and have a positive attitude. They enjoy their literacy lessons and are also very positive about drama and poetry. Behaviour is very good and on occasion exemplary, as when pupils in Year 6 were rehearsing their rendition of the *Romeo and Juliet* text in groups of two. They showed maturity and responded well to the trust their teacher had placed in them. Pupils have very good relationships with each other, their teachers, support staff and parent helpers.
53. The quality of teaching, overall, is good. In the classes in Year 6 it is generally very good. Ninety three per cent of lessons were considered to be good or better. There was no unsatisfactory teaching seen. This is a significant improvement since the last inspection, when instances of unsatisfactory or poor teaching were reported. All teachers have good knowledge and understanding of English; they know their subject well and are very familiar and confident in presenting the Literacy Hour. Teachers have very high expectations of their pupils reflected in the challenging work that is usually set. Lessons have clear objectives and work is well planned to meet the needs of all groups of pupils, including those with special educational needs and those still acquiring competence in English as their second language. Learning support assistants are used well and provide very effective support for these pupils. A particularly strong feature of most lessons is the general high quality of questioning which challenges pupils to think for themselves and recalls previous learning effectively. Classes are managed well and teachers treat pupils in a consistent manner. This contributes to good behaviour and to pupils' good progress.

Very good knowledge of pupils' progress is based on thorough day-to-day assessment which teachers establish through incisive questioning, enabling the next stages in pupils' learning to be planned effectively. The quality of record keeping varies from class to class but is good, overall. Homework is generally used effectively and regularly.

54. The subject is well led by an enthusiastic co-ordinator who is very knowledgeable about the National Literacy Strategy and was involved in a pilot scheme in her last authority before joining the school nearly two years ago. The school follows the National Literacy scheme closely, although class teachers choose their own texts to good effect. The co-ordinator, together with her colleagues, including the headteacher, is committed to continuing to raise standards and to ensuring that all pupils, including those of higher attainment, achieve at the highest possible levels. For example, the headteacher taught the Literacy Hour for five weeks when it was being introduced to raise her own understanding of it and to increase her competency to monitor its progress. Very effective assessment procedures are used very well in planning the future work of pupils. The English policy is being reviewed and is to be consulted upon. Poetry and drama are well represented in the curriculum. The school is aware of the opportunities that other subjects in the curriculum provide to develop literacy, for example, in history, geography and design and technology and there are good opportunities to develop reading and in many respects, writing. However, at the time of the inspection there were insufficient opportunities for pupils to develop their skills in extended writing. Some monitoring of teaching has taken place. Resources are generally good. For example, there are good classroom libraries, which have recently benefited from a significant injection of new books. The reference library is a useful resource and contains some new books relatively recently purchased; some of the remaining books are very old.

87. **Mathematics**

55. Since the last inspection, the school has made significant improvements in the standards of mathematics. In the 1998 National Curriculum Tests, results show that standards of attainment are close to the national average, but the proportion of pupils achieving above the expected level is well above average. These results are better than in 1997 and, when compared to similar schools, they are well above average. The 1999 National Curriculum Test results show significant improvement on the previous year, and whilst there are no national data with which to compare, the proportion achieving the higher level (5) shows continuing improvement on the school's performance of 1998. Progress is very good, overall.
56. By age eleven, most pupils have acquired a broad range of mathematical knowledge and skills. They apply these skills well in every-day situations with money, weighing and measuring. Overall, pupils have a very good understanding of problem solving and data handling. In Year 3, pupils calculate accurately which numbers are multiples of five and ten. In Year 4, pupils calculate confidently the area and perimeter of squares. Higher attaining pupils have a good understanding of percentages. Older pupils solve problems using the principles of probability. They weigh and measure accurately in grams and centimetres. By Year 6, pupils carry out complex calculations with numbers up to 100, measure in centimetres and calculate the angles in a triangle. Higher attaining pupils understand the terms isosceles, acute and perpendicular.
57. Overall, all pupils, including those with special educational needs and English as an additional language who are well supported, make very good progress as they go through the school. Where progress is at its best, there is a methodical build up of skills, knowledge and understanding. For example, pupils in Year 6 initially showed some difficulty in their understanding of "improper fractions." Towards the end of the week, they had a very good understanding and had developed skills in applying their understanding to solving problems.
58. Pupils' responses in lessons are very good, overall. Pupils are very well behaved and are able to concentrate for long periods. In these lessons pupils are pleased to volunteer answers and

demonstrate what they know. In Year 5, pupils are very enthusiastic in showing their knowledge of fractions in front of the whole class and willingly demonstrate at the whiteboard. Pupils are polite and well behaved.

59. The quality of teaching throughout the school is very good, overall. Throughout the school, teachers display very good subject knowledge, have very high expectations, are confident in their explanations and ensure that this will help the pupils understand what is being taught. In one class in Year 6, the teacher provides supportive explanations to encourage an understanding of the terms "denominator" and "integer." This is supplemented by the effective use of good visual aids. Where teaching is at its best, there is very good organisation of groups of differing attainment, work being appropriately matched to pupils of higher attainment as well as for pupils with special educational needs and those with English as an additional language. All teachers make very good use of questioning to determine pupils' previous knowledge and understanding. In a very few lessons, teaching is less effective when work set is not sufficiently matched to the spread of attainment in some classes. This leads to the same work being given to both higher and lower attaining pupils and does not challenge the former.
60. There has been good development of a numeracy strategy. A successful information event for mathematics was held in which parents were given examples of the range of experiences that would benefit their children at home. There is a governor with responsibility for the implementation of the numeracy strategy. He regularly visits the school to see lessons and his specialist mathematical knowledge is used to teach small groups of higher attaining pupils. There are some very good examples of how numeracy is developed across the curriculum, for example on calculating time-lines and dates of birth of famous people, or measuring distance in the study of sound in science.
61. There is an enthusiastic mathematics co-ordinator. She is well supported by senior management, who help to ensure rigorous monitoring of teaching and learning. Overall, leadership and management of the subject are very good and there are some excellent practices in the evaluation of the curriculum and the results from National Curriculum Tests.
62. The end of Key Stage 2 assessment results are evaluated to determine which areas of mathematics pupils find difficult and appropriate adjustments are made to the curriculum. The mathematics' scheme of work is comprehensive and provides good support to recently appointed staff. The resources are easily accessible and adequate to meet the demands of the curriculum. There are some examples of the use of information and communication technology to support pupils' understanding in mathematics. Pupils calculate the number of moons around planets in the solar system and produce graphs on the computers. However, the use of information technology is not fully developed. Support staff make a very good contribution to lessons and there is good use of learning resources. The homework scheme makes a good contribution to pupils' learning. There is also a mathematics' club and the headteacher has organised a mathematical challenge for pupils. During lessons, pupils' social skills are promoted well through group work. The ethos for learning and the commitment to raise standards are excellent.

Science

63. At the age of eleven, National Curriculum Test results in 1998 show that pupils' attainment is above the national average, overall, and is well above for those achieving the higher level 5. Compared to similar schools, these results are very high. These results are significantly better than those in 1997. The 1999 test results show continued improvement, although at the time of the inspection no national data are available for comparative purposes. Evidence from this inspection indicates that pupils' attainment at the end of the key stage is good. All pupils, including those with special educational needs and English as an additional language, make good progress.

64. Since the last inspection, good progress has been made in raising standards, through improved teaching, a better curriculum, including the introduction of a good scheme of work, improved assessment procedures and resources.
65. Pupils' skills in planning and carrying out investigations are good. Pupils show a natural curiosity through asking questions and are confident to offer suggestions about what might happen next. The majority have a good understanding about how to modify an experiment by changing an element of a test. Most pupils have a clear understanding of the features of a fair test and can begin to draw conclusions from interpreting test results or evaluating scientific evidence. Higher attaining pupils can make simple predictions such as why sound becomes fainter in the distance and why some sounds can travel great distances.
66. Throughout the key stage, pupils acquire some knowledge and understanding of life processes and living things. Older pupils undertake work about diet, lifestyle and health. They study the digestive system and the function and care of teeth, muscles, bones, joints and the skeleton. They study the effects of exercise on the heart and investigate the impact on their pulse rate and breathing patterns.
67. Pupils' knowledge and understanding of materials and their properties are satisfactory. They describe adequately the similarities and differences between materials. They explore the effects of heating and cooling water and chocolate. In discussion they can explain effectively how some of these changes are reversible whilst others are not. They know how some mixtures can be separated and how some substances dissolve in liquid at various temperatures.
68. Pupils are confident when studying physical processes. They talk effectively about how electricity is needed for a number of household appliances, including the TV and kettle, to make them work and they are clear about the process involved through the construction of simple and complex circuits. The oldest pupils have a good level of knowledge and understanding about the earth and beyond. They know that the moon is about one third the size of the earth and that Mercury and Venus have no moons. They quickly recall facts about space exploration. For example, they know that Neil Armstrong was the first man to land on the moon in July 1969.
69. Opportunities for pupils to take responsibility for their learning are good. Teachers give pupils a wide range of opportunities to perform their own experiments, extend their scientific vocabulary and use mathematical and graphic skills to record their work. This is especially well developed towards the end of the key stage and has a positive impact on the good progress being made by all pupils.
70. The attitudes of almost all pupils to their science lessons are good. They clearly enjoy very positive relationships with their teachers and show high levels of respect. They are generally highly motivated, listen attentively and show pleasure in achieving success. When pupils find their work less interesting they are fidgety and too few make good efforts to answer the teacher's questions. On the regular occasions given to pupils to perform investigations and experiments themselves, they demonstrate high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery. When this opportunity was given to the pupils during the inspection the quality of their learning experience was much greater than in lessons over-directed by the teacher.
71. The quality of teaching is good, overall. In the best lessons, teachers have a secure knowledge and understanding of the subject. Explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. Pupils respond readily to this approach. A less effective approach is when the teacher decides to over direct and does not have the

confidence that the pupils are able to take more responsibility for their own learning. On these few occasions their response is muted and good progress is impeded.

72. The quality of the science curriculum is good. It gives pupils a wide range of experiences through the significant emphasis on a practical approach to learning. The scheme of work is designed to ensure that teachers plan their lessons, to maximise and extend pupils' existing knowledge and understanding. The provision whereby pupils with special educational needs have full access to the curriculum is good. There are good procedures to assess pupils' progress, the results of which are very well used by teachers in their planning. Good use is made of information and communication technology to support investigative work and provide a point of reference for data collection and analysis.

OTHER SUBJECTS OR COURSES

105. Information and communication technology

73. By age eleven, pupils' attainment is broadly in line with national expectations. This represents significant improvement since the last inspection, when standards were generally unsatisfactory throughout most of the school and most pupils made inadequate progress. This was reported as being due to a number of factors: pupils spent insufficient time on the subject; most teachers were insufficiently knowledgeable about information technology; there was no formal scheme of work to set standards and provide help and guidance.
74. The improvement in standards is a result of the commitment given to improving this subject by the governing body, headteacher, co-ordinator and staff. There is now an appropriate allocation of time in the curriculum, with increased time for Years 5 and 6 to fast-track them through a new, recently introduced, scheme of work. There have been staff changes since the last inspection and most teachers' knowledge and understanding of the subject are much more secure than formerly. This is due partly to in-service training and increased monitoring of teaching and to the introduction of a new, comprehensive scheme of work drawn up with the support of the local education authority, adequately covering the National Curriculum programmes of study. Finally, a new information and communication suite has been opened containing sixteen networked computers linked to the Internet. This has replaced the previous equipment which had already replaced and was superior to that present at the last inspection. Pupils are quickly benefiting from the enhanced access to information and communication technology facilities. These factors enable most pupils in the lessons seen, including those with special educational needs and those for whom English is an additional language, to make good progress. If these factors had been present earlier, pupils' attainment would now be higher. The school's aim is that the subject should permeate the school curriculum wherever possible and there are signs that it is on its way to achieving this. Information and communication technology is now beginning to be used more confidently by pupils across other areas of the curriculum, for example in English and science, as well as in history and geography. It is, at present, under-represented in the support of mathematics.
75. Lessons were seen in most year groups. In Year 4, pupils are familiarising themselves with the computer and keyboard. Keyboard skills are not fully developed. They work on editing deliberate mistakes in a text, reordering a group of sentences to make them read correctly. Most pupils successfully use the insertion and deletion facilities. Pupils in Years 5 use the Publisher programme and know that it can combine pictures and text, using this skill to design a simple but effective folder cover for their topic on India. During the inspection, as the computer suite was recently opened and the scheme of work newly introduced, pupils in Year 6 follow a similar programme, designing attractive covers for their topic on Ancient Greece. Pupils with most access to the enhanced facilities can be expected to make most progress over time.

76. Pupils enjoy using the computers and they listen intently to instructions. They are very keen and highly focused. They work well in pairs sharing a computer and are happy to take turns. They are all very polite and well behaved and have good relationships with one another.
77. The quality of teaching is good, overall. Teachers follow the scheme of work closely. Most have at least sound knowledge and understanding of the subject, but some teachers, in otherwise satisfactory lessons, show less security and are aware of the need to improve their skills if the pupils are to be able to take full advantage of the improved facilities and make appropriate progress. Pupils' work is monitored well and, in all lessons seen, classes were well managed. Learning support assistants are used well and are well prepared for the lessons, giving effective support under the direction of the teacher.
78. The co-ordinator is very knowledgeable and provides good leadership for the subject. She has had the opportunity to monitor some teaching and is keen to develop cross-curricular links with other subjects further. There is a comprehensive draft policy that is to be discussed with staff. Resources are good.

111. **Religious education**

79. Standards of attainment are below the expectations of the local agreed syllabus and all pupils make unsatisfactory progress. Progress is unsatisfactory for a number of reasons. The time actually spent on the subject, overall is, in practice, less than that planned on the timetable. Some teachers' knowledge and understanding of religious education is insecure, although the overall level of teaching is satisfactory. A scheme of work has been in place, but has not been used consistently or effectively. This impacts adversely on the overall sound teaching, as this inconsistent use of the scheme of work fails to reinforce and extend pupils' knowledge and understanding progressively.
80. Pupils study ways in which people of different faiths celebrate special occasions. The youngest pupils compare similarities and differences of Christian baptism with similar welcoming ceremonies in the Muslim and Hindi faiths. Older pupils study Christianity through listening to and enacting Bible stories, such as the Prodigal Son. They study 'faith in action' through learning about the lives of people such as Mother Theresa, Gandhi and Martin Luther King, discussing the attributes found in religious and world leaders. They have an understanding of why the actions of some people reflect an element of God's goodness, especially in relation to the care given to and received from their own families and the unselfishness of people who devote their lives to helping others. In discussion, pupils demonstrate little ability to use appropriate terminology to explain matters of belief, concepts or symbolism and they have unsatisfactory knowledge of the richness and diversity of all other religions. World faiths, for example, are not adequately covered. As the local agreed syllabus is not fully covered, by the time they leave the school, attainment is below that expected for all groups of pupils.
81. Pupils' response to religious education is satisfactory, overall. In some lessons where the teacher's knowledge is less secure, they demonstrate little enthusiasm for the subject as they are given inadequate exposure to interesting factual information to stimulate their interest and thirst for knowledge. In good lessons they are respectful of the views of others and absorb information quickly. In assemblies, most pupils respond appropriately when listening to stories, but they are usually given inadequate time to reflect upon the themes, few opportunities being provided for formal reflection. Pupils' behaviour is good except when, on occasions, the pace of lessons is slow. Pupils are particularly responsive when they are given opportunities to discuss topics to which they can relate. For example, in Year 6, they engage in a mature discussion about the leadership qualities of well known people, identifying how they might develop such qualities if they were to be elected as a house captain.

82. In lessons seen, teaching ranged from good to unsatisfactory, but is satisfactory, overall. Where it is unsatisfactory this is mainly because some teachers have an inadequate knowledge and understanding of the subject. This leads to few teachers placing sufficient emphasis or importance on studying other major world faiths. In these lessons, teachers do not adequately challenge pupils in terms of the quantity and quality of work expected, the pace of the lesson is slow and pupils respond accordingly. Most plan and organise the lessons to make satisfactory use of the time and resources at their disposal. Where teachers are more secure in their knowledge and understanding of the subject, lessons are lively, managing these classes more effectively. However, too few lessons include meaningful written tasks. Religious education does not yet make a sufficient contribution to the development of literacy skills. Throughout the school, detailed recording and written accounts of work studied are unsatisfactory. Whilst assessment procedures are in place, insufficient use is being made of them to help teachers plan their lessons. The school has yet to develop tangible links between religious education and the collective act of worship in order to promote pupils' spiritual development more effectively.
83. The 1996 inspection found pupils' attainment and progress to be satisfactory. The findings of this inspection reflect a decline in both. As at the last inspection, the school still places insufficient emphasis on the value of assemblies in developing pupils' sense of spirituality. Overall the school has not made adequate progress in developing this aspect of its work. Religious education is a priority in the current school development plan.

Art

84. During the period of the inspection it was possible to observe only one lesson. Judgements about standards, therefore, are mainly based on an examination of pupils' work, including their sketchbooks, display and discussions with staff and pupils. No judgements have been made about the quality of teaching or the response of pupils in their lessons. The standard of artwork, overall, broadly matches that expected for pupils' ages throughout the school. All pupils make satisfactory progress.
85. Through cross-curricular links with a range of other subjects, pupils are provided with opportunities to consolidate their observational and recording skills using pencil, crayon, felt-pens, chalks and pastels. The youngest pupils understand techniques of sketching and the use of visual assessment of colour and shape. When sketching plants, they select suitable tools and media to create their intended effects and to accentuate veins and edges of leaves. Older pupils explore perspective and understand why more distant objects recede to a vanishing point. Throughout the key stage, pupils use sketch-books to test media, create effect, explore texture, shape, tone and line.
86. Over time pupils make sound progress in developing skills in various two and three-dimensional techniques. They competently handle junk materials, clay and mod-roc to construct large models such as that of Tutankhamen, presiding over the school library. They use examples of ethnic art, including South African print patterns, as a basis for designing their own block lino and fabric prints.
87. Throughout the school, pupils gain a good level of knowledge and understanding about the work of well known artists. Pupils in Year 6 recall work they have done earlier about Monet's Water Lilies and Van Gogh's Sunflowers. They talk confidently about their current studies linked to work in history, discussing the style and intention of sculptors such as Bernini in his work of Apollo and Daphne and that of Frink and Giacometti.
88. The headteacher co-ordinates the subject and ensures that due emphasis is placed upon teaching skills, knowledge and understanding of artistic techniques, as well as the importance of using art

to enhance other subjects. Importance is attached to celebrating pupils' achievements by displaying their work sensitively and creatively. The procedure for assessing pupils' work and the use teachers make of this information to inform their planning is satisfactory. It is the intention of the school to compile a portfolio of pupils' work as a further record of their achievements. There is no explicit statement in the art documentation about how teachers use the subject to contribute to pupils' spiritual, moral, social and cultural development. Consequently, its impact on these aspects is diminished. Resources for the subject are good and include a range of examples of the works of well known artists and a kiln.

89. Since the time of the last inspection, the school has satisfactorily addressed the identified weaknesses, with the exception of improving the contribution art makes to pupils' spiritual development. The school is aware of this and has the capacity and commitment to redress this shortcoming.

Design and technology

90. No teaching of this subject took place during the week of inspection. Evidence is therefore based on a scrutiny of pupils' work, lesson plans, work on display and discussion with pupils in Year 6. Pupils' standards of work throughout the school are in line with those expected for their age.
91. Throughout the key stage, pupils have a sound knowledge of the design and making process, including a secure understanding of food technology to design a recipe for yoghurt. Pupils design and make a bridge built of boxes to support and protect an egg. They learn to develop designs linked with various topics. They are resourceful and use a variety of materials, such as card and clay to make their models. Pupils know how to evaluate the final model and make suggestions for the improvement of their designs.
92. Pupils have made good progress since the last inspection, when attainment was unsatisfactory and progress was described as poor. There is good progress in food technology and in the different components of planning and making from a design idea. Pupils have developed good skills in putting forward suggestions for improvement.
93. Teachers' planning is good with strong cross-curricular links to promote a sense of purpose. There are links, for example, with bridge design, to the subject of "forces" in science. Numeracy is also integrated effectively into the lessons, with the measurement of length and weight. There are structured opportunities for pupils to generate designs and evaluate the subsequent remodelling.
94. Management of design and technology is good, overall. The planned curriculum is good and is suitably broad and balanced. Resources are good and easily accessible. Pupils are also given opportunity to write about their designs, promoting literacy skills effectively. The curriculum is well supported by a food technology club where pupils learn about the origin of food resources.

Geography

95. Only two lessons were seen during the inspection. In addition to these lessons, therefore, judgements are based on an examination of pupils' earlier work, review of documentation and discussions with staff and pupils. On this basis, the standard of pupils' work broadly matches that expected for their ages. Progress for all groups of pupils is satisfactory throughout the school.
96. The youngest pupils work in pairs to plan a mystery tour around the school using just five instructions. They use a range of directional vocabulary to guide themselves to a given destination. Using the outcome of their route planning they evaluate effectively the quality of

their directions. Older pupils discuss the various modes of transport used regularly in their locality. They rely on secondary sources, such as pictures and posters, to compare and contrast transport methods in India with those of Britain. They make effective use of information and communication technology to construct clear weather graphs and design project covers for their work on India. Over time, progress is reinforced by occasional visits such as to the Greenwich Observatory, as part of their work about Greenwich Mean Time.

97. Pupils talk enthusiastically about geography. They show a great willingness to answer questions and demonstrate their level of learning. They are particularly eager to express their enjoyment in participating in practical tasks. They take pride in having their work praised and displayed within the classroom or general areas of the school. They listen carefully and show respect for the views and opinions of others.
98. Teaching is satisfactory. Teachers have a secure knowledge and understanding of the subject, lesson activities are well planned and there are high expectations about the standard of work required of pupils. Some written work is good and pupils are given opportunities to develop their literacy skills, but too little emphasis is placed on the value of encouraging pupils to produce extended pieces of writing, or their own accounts of their work. Teachers' planning indicates that they organise their lessons effectively but, because geography is taught through a topic approach over two years, there are long gaps between each geography unit for each group. The quality and use of day to day assessment is good.
99. The school has very recently appointed a new co-ordinator for the subject. Priorities for action have been identified. These include devising a subject policy and refining and developing the new scheme of work. At present a document from the Qualifications and Curriculum Authority is used as a basic framework. Assessment procedures are also to be developed to include a portfolio of pupils' work. The school makes effective use of the immediate surroundings and the wider environment, but opportunities are not provided for pupils to gain experience of a contrasting locality by participating in residential field trips. The co-ordinator has yet to develop a more active role in monitoring the quality of teaching and effective implementation of the curriculum throughout the school
100. Since the time of the last inspection the school has responded to addressing areas for improvement and is well placed to continue to develop this area of the curriculum further.

133. **History**

101. Standards of attainment broadly match those expected for pupils' ages. Pupils, including those with special educational needs, make good progress. In history, these pupils make very good progress towards meeting their literacy targets in their individual education plans.
102. Throughout the school, pupils develop a sound understanding of chronology. They learn how lifestyles change over time, affecting both poor and wealthy. They compare the homes, lives, clothes and jobs of people who lived in Tudor times with those of today, using pictures as a secondary source of evidence and developing their skills of observation and deduction to support their views.
103. Older pupils study Ancient Greece and mythology. They understand that myth is fictitious and that unwritten stories relating to the past are likely to have been changed in the telling. They are familiar with the works of Homer, including the Iliad and they competently recall details about the story of Perseus and Medusa. In discussion, pupils in Year 6 recall work they studied in other year groups, including the Victorians and the 1930s.
104. Throughout the school, pupils produce too little extended written work. However, in Year 6

teachers have recently revised their planning to support the development of literacy skills through the subject content of the history curriculum. This has resulted in some very encouraging developments between the two subjects, which facilitate a meaningful extension of written work within history.

105. Teaching ranges from satisfactory to very good and is good, overall. Teachers have a secure knowledge and understanding of the subject and use time and questions effectively to monitor the quality of pupils' learning. Their expectations are high about pupils' behaviour and their standard of work.
106. Pupils respond to the good teaching and enjoy their history lessons. They behave well. They are highly motivated, sustaining good levels of concentration and showing a high degree of respect for their teachers. They demonstrate a pride in their own achievement and that of others.
107. The co-ordinator has very recently been appointed and is aware of the need to review the effectiveness and appropriateness of the two year mapping model for teaching the subject, together with assessment procedures. A policy is proposed for the subject that directly underpins the recent implementation of the guidance from the Qualifications and Curriculum Authority for teaching history as a basis for the school's scheme of work. Implementation of these curriculum developments will enable the good teaching of the subject to have more impact on standards. Assessment procedures and their use are satisfactory, although there is no portfolio of pupils' work. The subject makes a satisfactory contribution to pupils' moral, social and cultural development. However, the element relating to spirituality is underdeveloped. Since the time of the last inspection the school has addressed most weaknesses identified in this aspect of the curriculum.

140. **Music**

108. Music makes a significant contribution to the curriculum. In the lessons seen, all in Years 5 and 6, standards of attainment are broadly in line with those expected for pupils' ages, except in one class where the teacher is the music co-ordinator and her pupils produce standards that are higher than those expected. Whole school singing in assembly and by the choir is good. In one class in Year 5, pupils understand the meaning of ostinato and clap rhythmically to a given beat. They work in small groups developing rhythmic ostinati, some using untuned percussion instruments, finally coming together for a session when the groups play in counter-point. Some pupils find this difficult and during this sequence some pupils fail to sustain their rhythm. In the parallel class pupils listen carefully to a sextet by Eleanor Algeba, "Dancing with the shadow", and identify, reasonably accurately, the main groups of instruments in the piece. In a class in Year 6, pupils learn to devise and follow symbols within a given structure – the grid notation. During the lesson, they follow the symbols with increasing accuracy and confidence. In another lesson, pupils move effectively in response to Bernstein's West Side Story. They make sensible suggestions for improvement, gradually refining the work and dance steps. Their musical interpretation is good.
109. All pupils, including those with special educational needs and those with English as an additional language, make sound progress.
110. Pupils listen well and follow instructions as asked. Their attitudes to the subject are good and they are positive about music making. They behave well, join readily in discussions about music and appreciate the efforts of others. Music makes a positive contribution to pupils' spiritual, social and cultural development.
111. In the lessons seen, teaching is good. Lessons are well planned and prepared and all teachers have at least a satisfactory knowledge and understanding of the subject. Teachers manage group

work and whole class work successfully. Lessons are well paced and teachers have good relations with their pupils. There are a number of instrumental lessons in which pupils are invited to participate during the school day on a fee-paying basis.

112. There is a music co-ordinator who provides good leadership for the subject. The school follows the local education authority scheme of work. Resources are good. The choir performs in public regularly at significant events such as at Christmas, the Remembrance Day service and the end of year concert. They have also sung to raise money for charity.

145. **Physical education**

113. Pupils' attainment is generally above that expected for their age. Since the last inspection, the school has improved teaching and the curriculum now appropriately meets the needs of higher attaining pupils.

114. Pupils in Year 3 warm up effectively, in preparation for their work, either in games or in gymnastics. They balance well, climbing and walking along benches. They change direction and speed, working in pairs with due regard for safety and space. In Year 4, pupils refine their movements, such as forward rolls and co-ordinate their dance appropriately to respond to the dynamic of music. Older pupils move along a mat in a controlled series of steps. They interpret well the music of "West Side Story", working in small groups to produce a sophisticated and well-presented series of movements. Pupils have very good standards in swimming, most swimming confidently at least 25 metres by the time they leave the school. In outdoor games and athletics, higher attaining pupils achieve very good standards.

115. All pupils generally make good progress in lessons. Progress is good in dance, athletics and games and is very good in athletics and games for higher attaining pupils. Teachers are particularly supportive of pupils with special educational needs and English as an additional language and these pupils make good progress, overall, on occasion, making very good progress.

116. Pupils enjoy their physical education lessons. Behaviour is almost always good, responding well to the teachers' good management of the class. Most pupils are dressed appropriately. However, this is not the case with pupils new to the school and this affects their progress, as many do not participate. In lessons, pupils show good concentration whilst watching demonstrations and respond well to the teachers' instructions. In assembly, pupils show pride in their achievements in competitive events. Pupils talk excitedly about the sports clubs they attend as part of their extra curricular provision.

117. The quality of teaching is good overall, being very good in half of lessons. Generally, teachers have very good subject knowledge and this is reflected, for example, in the quality of instructions and guidance provided to those with special educational needs. This represents significant progress since the last inspection when some teachers' subject knowledge was unsatisfactory. Teachers always ensure that there is a warm up session before starting any activities. In a class in Year 5, the teacher was very precise in which muscles were being exercised. Teachers are confident, generally have good control of the class and pay due regard to safety. Teachers plan their lessons very well, allowing pupils to build effectively upon earlier skills. For example, in gymnastics, they give pupils good opportunities to refine their movements; in a basket ball lesson, the teacher initially develops pupils' throwing skills, all pupils eventually learning how to play the game. In one poor lesson, pupil management was inadequate and the pupils' response was that they did not pay attention and were slow to follow the teacher's instructions.

118. The overall management of physical education is good. There is a very clear and precise scheme of work, supplemented with detailed guidance on dance, swimming and games. The curriculum is very good, overall, and has improved significantly since the last inspection when it was

unsatisfactory. All pupils attend swimming. The range of extra curricular activities is very good and includes athletics, rugby, football and basketball. Support from parents, with specialist skills and interests, is very good and they are used efficiently. Social skills are promoted effectively through competitive events. Individual achievement for higher attaining pupils is also celebrated. Teachers' plans are evaluated by the co-ordinator. There are, currently, no orienteering or outdoor adventurous activities, but these are planned to take place within the school grounds. The ethos for learning is very good.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

119. The inspection was carried out by a team of four inspectors, including a lay inspector, who spent a total of 15 days in the school. The inspection took place over four days. The evidence in the report is based on the direct observation of 64 lessons or part- lessons in all subjects of the National Curriculum and religious education. Each class teacher was observed working with pupils several times throughout the week by different inspectors. Most other teachers who support groups, or who work part-time, were also observed.

120. In addition, evidence was derived from the following sources:

- interviews with governors, teaching, educational and administrative support staff;
- interview with headteacher of infant school;
- scrutiny of a representative sample of pupils' work selected by teachers to represent the range of ages and attainment;
- discussions with pupils about their work;
- listening to a sample of pupils read;
- examination of pupils' records;
- evaluation of resources for learning;
- observations of registration periods;
- observations of assemblies;
- observations of pupils at lunchtime and playtime;
- meeting and discussion with parents;
- scrutiny of parents' questionnaires of which there was only a 12 per cent return;
- scrutiny of school documentation, including the school development plan, policies, plans, financial records and school information for parents; and
- inspection of the school site and building.

1. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3-Y6	236	5	91	96

Teachers and classes

Qualified teachers (Y3 - Y6)

Total number of qualified teachers (full-time equivalent)	10.80
Number of pupils per qualified teacher	21.85

Education support staff (Y3 – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	103.0

Average class size:	29.5
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Financial data

Financial year:	1998 / 99
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	£
Total Income	427093
Total Expenditure	388311
Expenditure per pupil	1645.39
Balance brought forward from previous year	811
Balance carried forward to next year	39593

PARENTAL SURVEY

Number of questionnaires sent out:	236
Number of questionnaires returned:	28

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	21	57	14	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	29	57	11	0	4
The school handles complaints from parents well	14	50	25	4	4
The school gives me a clear understanding of what is taught	18	64	14	4	0
The school keeps me well informed about my child(ren)'s progress	25	57	11	4	4
The school enables my child(ren) to achieve a good standard of work	18	71	7	4	0
The school encourages children to get involved in more than just their daily lessons	32	54	11	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	57	21	0	4
The school's values and attitudes have a positive effect on my child(ren)	21	61	11	7	0
The school achieves high standards of good behaviour	18	57	18	7	0
My child(ren) like(s) school	32	57	4	4	4

Other issues raised by parents

At the meeting, most parents were very positive about the school. Some parents thought the quality of the marking, particularly homework, was sometimes inconsistent and did not like the impersonal style of school reports. But generally, parents were pleased with the attainment and progress of their children and felt they were happy at school.

Percentages in parentheses refer to the year before the latest reporting year