

INSPECTION REPORT

ST. CHAD'S R.C. PRIMARY SCHOOL

South Norwood
LEA area : Croydon

Unique Reference Number : 101802

Acting Headteacher : Margaret Liddiard

Reporting inspector : Jonathan Palk - 23630

Dates of inspection : 22nd - 25th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Voluntary Aided
Age range of pupils :	3 to 11
Gender of pupils :	Mixed
School address :	Alverston Gardens South Norwood London SE25 6LR
Telephone number :	0181 771 3470
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Appropriate authority :	Governing Body
Name of Chair of Governors :	Mr Les Dench
Date of previous inspection :	13th - 15th February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Jonathan Palk - Registered Inspector	Mathematics; Physical Education	Attainment and progress; Teaching; Leadership and management
Paul Widdowson - Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community
Ali Haouas - Team Inspector	Equal Opportunities; English; Design and Technology; Section 11	Staffing, accommodation and learning resources
Judith Howell - Core Inspector	Under Fives; Science; Geography; Art	The curriculum and assessment
Brenda Knowles - Team Inspector	Special Educational Needs; Information Technology; History; Music	Pupils' spiritual, moral, social and cultural development; The efficiency of the school

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The Registrar
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MAIN FINDINGS

What the school does well

- ? The pupils achieve very high standards in English and science and good standards in mathematics
- ? Pupils make good progress in most subjects as they go through the school.
- ? Teaching is good in the majority of subjects throughout the school
- ? The provision for the children under fives is good and they make good progress in their learning
- ? The ethos of the school is very good and all pupils are very well supported
- ? Pupils have very positive attitudes to learning
- ? Good use is made of assessment information to plan work in most subjects

? Where the school has weaknesses

- I. Pupils do not make the progress they should in information technology and standards are below average at the end of Key Stage 2
- II. Statutory requirements are not fully met in the annual report to parents
- III. In addition there are some minor weaknesses which the inspector has brought to the attention of the governors.

This is an improving school in which the strengths very much outweigh the weaknesses. Weaknesses identified will form the basis of the governors action plan, which will be sent to all parents.

How the school has improved since the last inspection

Most of the issues raised at the time of the last inspection have been successfully addressed and standards have continued to rise. The senior management team and co-ordinators are effectively involved in monitoring and supporting curriculum development. The governing body are more active in monitoring and evaluating the school=s performance, although there are still weaknesses in strategic planning. The school day has been increased and pupils receive a broad and balanced curriculum. More opportunity is now provided for pupils to develop a knowledge of music and art. There has been considerable improvement in planning and assessment strategies have been very well developed. This has contributed to improved teaching and higher standards. There are, however, still weaknesses in the standards achieved in some strands of information technology. The school has maintained the strengths demonstrated at the time of the last inspection and shows a good capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	

English	A	A
Mathematics	B	B
Science	A	A*

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Throughout the school children make good progress in English, mathematics and science. By the age of eleven standards are very high in English and science and above average in mathematics. Skills in information technology are average at the end of Key Stage 1. Pupils in Key Stage 2 make unsatisfactory progress in the strand of information control and monitoring and modelling and standards are below average. Above average standards were observed in geography and music in Key Stage 2.

The under fives make good progress in all areas of learning and by the age of five have a good base of skills. Their personal and social skills are also good.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 B 11 years
English	Good	good	very good
Mathematics	Good	good	Good
Science		satisfactory	Good
Information technology		None seen	None seen
Religious education		Section 23	Section 23
Other subjects	good	satisfactory	Good

The quality of teaching is good overall and never less than satisfactory. This is an improvement since the last inspection. Sixty four percent of the teaching seen was good or better. At times, in seven percent of lessons, it was excellent. Teaching of the under fives in the nursery and at Key Stage 2 is slightly stronger than at Key Stage 1. At Key Stage 2 thirty two percent of the teaching is very good or excellent. Teachers have high expectations and provide good challenges for pupils. They are aware of the needs of individuals and support is used well. The teaching of those with special educational needs is good.

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	Is very good, pupils work and play well together, they are courteous at all times. The personal confidence of pupils makes a very good contribution to their progress.
Attendance	Is well above average; but a number of pupils arrive late and there is a slow start to the school day.
Ethos*	Very good attitudes to learning; relationships are very good between staff parents and pupils of different cultures and races; a very strong commitment to high achievement for each individual
Leadership and management	Good. The school is well managed and a clear direction is being provided by the acting headteacher in school development. The school development plan does not show how these developments are to be managed.
Curriculum	Good overall; good provision for literacy and numeracy. Assessment is used well.
Pupils with special educational needs	Good support provided and well managed.
Spiritual, moral, social & cultural development	Spiritual, moral and social provision is very good; cultural is improving but there is no systematic development of this area
Staffing, resources and accommodation	Good overall; good deployment of teaching and support staff; the provision for outdoor play in the reception classes is unsatisfactory
Value for money	Provides good value for money; achieving high standards and good progress

* *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>IV.that they are encouraged to play an active part in school life</p> <p>V.their children are prepared well for the next stage in their education</p> <p>VI.that there is good individual and personal care</p> <p>VII.that there is good support and guidance for children</p> <p>VIII.the are pleased with the progress between nursery and Reception</p> <p>IX.the progress the school has made in music is commended</p>	<p>X.children do not always bring home reading books in the infant classes</p>

Inspection findings support parents positive views. Pupils in the younger classes have a set time to take reading books home and this is now kept to. The partnership with parents is very good and plays an important part in the attainment and progress of pupils.

KEY ISSUES FOR ACTION

Improve the rate of progress and raise standards in information technology at Key Stage 2 by;

XI.Ensuring that adequate resources are provided to teach control, monitoring and modelling strand.
Paragraphs 12,14, 39, 84 & 130

XII.Provide staff with training in order that they can teach this strand of information technology.
Paragraphs 17 and 82

XIII.Ensure that there is regular monitoring of the information technology curriculum.
Paragraph 130

Ensure that the governors meet their statutory requirements by;

XIV.Including in the prospectus; the recent National Curriculum test and task results and comparative data; the annual rates of attendance. Paragraph 71

XV.Including in the annual report to parents; the implementation of the governing body=s policy on pupils with special educational needs and a report on the use of delegated funds for special needs.
Paragraph 76

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 26, 41, 54, 71, 75, 77 and 137.

XVI.Provide additional detail in the school=s development plan to show how priorities are to be managed and when progress is to be evaluated. (71 & 75)

XVII.Identify in the school development plan specific targets to raise awareness of other cultures. (41, 54, 77 & 137)

XVIII.Ensure a punctual start to the school day. (26)

XIX.Improve the quality of outdoor experiences for children under five in the reception classes.
Paragraphs 37, 80 and 95

INTRODUCTION

Characteristics of the school

1. St Chads Roman Catholic Primary school is situated in South Norwood, Croydon. It is an average sized primary school with 265 boys and girls on roll. Numbers are rising as a result of increased accommodation and in 1998 the school opened a part-time nursery class of 52 pupils and began a two form intake in Reception. The Headteacher is on sick-leave and the post is filled by the deputy Headteacher. One teacher is in her first year of teaching and three other teachers are new to the school since 1998.
2. The intake is socially and economically diverse with a mixture of rented and owner-occupied housing. Twelve percent of pupils are eligible for free school meals, which is average. Thirty percent of pupils come from minority ethnic backgrounds and 5 are receiving support through the ethnic achievement grant, which is above the average of most schools. The majority of these speak Spanish, Polish or French. Fourteen percent of pupils are on the register of special educational needs, which is average and one pupil has a statement for specific needs.
3. Pupils receive one year=s part-time nursery provision before entering the Reception classes at the start of the academic year in which they will be five. Prior to 1998 only a small number attended a nursery before starting school, although all have playgroup experience. At the time of the inspection there were 83 children on roll who were still under five, in the nursery and reception classes. On admission to the Reception classes, the majority have levels of skills and understanding that are above average; they have a better base in literacy than numeracy.
4. The average class size is twenty nine and the pupil to teacher ratio is 24:1. There is no significant difference in the number of girls to boys.
5. The aims of the school are outlined in its Mission Statement; to ensure that all children develop spiritually, socially and academically to the full extent of his or her potential regardless of ability, race, gender or cultural background. The main priorities of the school are to develop skills in investigation and research, raise standards in information technology and music, develop cultural awareness and develop the school=s strategy for teaching numeracy.
6. The school has set targets based on current data, for the proportion of pupils who should attain level 4 or above in the national tests at the end of the Key stage 2. These are shown below:

	2000	2001
English	80%	91%
Mathematics	80%	91%

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	12	11
	Girls	17	17	17
	Total	29	29	28
Percentage at NC Level 2 or above	School	94	94	90
	National	77	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	11	14
	Girls	17	17	17
	Total	29	28	31
Percentage at NC Level 2 or above	School	94	90	100
	National	81	79	86

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	15	16	31

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	13	13	15
	Girls	13	12	15
	Total	26	25	30
Percentage at NC Level 4 or above	School	84	81	98
	National	65	59	71

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	12	13	13
	Girls	12	13	14
	Total	24	26	27
Percentage at NC Level 4 or above	School	77	84	87
	National	65	65	71

Attendance

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

		%
Authorised Absence	School	3.75
	National comparative data	5.7
Unauthorised Absence	School	0
	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	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. On entry to school, the attainment of the majority of children is above average. The great majority of children, including those with special educational needs make good progress and by the time they are five, nearly all of the children are likely to meet or have the potential to exceed the >desirable learning outcomes= in all the areas of learning. In their personal and social development, language and literacy and in their knowledge and understanding of the world they have the potential to exceed expectations by the time they are five. From a scrutiny of work of pupils in Year 1 and 2 it is clear that attainment on entry is improving since the opening of the attached nursery class. The good provision in the nursery class is having a positive affect on standards achieved by the young children in all areas of learning.
2. Overall the pupils attainment is above average at the end of each key stage. Pupils with special educational needs achieve standards that are in line with the national average in English, mathematics and science.
3. Inspection evidence found standards in all aspects of English to be above average at the end of Key Stage 1 and well above at the end of Key Stage 2. All pupils make good progress. Pupils learn to communicate effectively and engage in good quality dialogue. Pupils including those with special educational needs, read effectively. By the end of Key Stage 1 most pupils have established a good sight vocabulary and use well established phonic cues to help with their reading. Pupils of all ages use non-fiction material at an above average standard. Pupils writing is above average at the end of both key stages. The pupils use a joined legible handwriting style which is fluent and used consistently in all subjects. Pupils in Key Stage 1 write independently and use writing effectively to convey meaning and for different audiences. Pupils use of grammar and spelling conventions is good and often very good by the end of Key Stage 2. Literacy skills are developed well throughout the curriculum.
4. Inspection evidence found standards to be above average in number and using and applying mathematics at the end of both key stages. At the end of Key Stage 2 there are above average numbers of pupils working at the higher levels both practically and in using mental strategies. Pupils attain satisfactory standards in shape and space and measures by the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils= use of data is satisfactory. Pupils have a good understanding of all aspects of numeracy and they use their knowledge well in subjects such as science and design and technology.
5. Standards in science are average at the end of Key Stage 1. Pupils have a secure scientific knowledge and use this satisfactorily in their investigative work on forces. By the end of Key Stage 2 pupils scientific knowledge is well above average and they use their investigative skills to very good effect.
6. Attainment in information technology meets that expected of pupils at the end of Key Stage 1. Standards are below expectations at the end of Key Stage 2. They reach the expected standard in communicating and handling information at the end of Key Stage 2 and use computers competently to retrieve information and as a word processor. In this area standards have risen since the last inspection. Standards in the use of information technology for control and to model and monitor are below those expected.
7. Standards in other subjects are average and in some subjects above average. In Key Stage 2 pupils

demonstrate skills and understanding in music and geography that are higher than those of pupils of similar ages. Pupils games skills in Years 3 and 4 are better than usually found amongst pupils of this age. The majority of pupils swim 25 metres by the age of eleven and meet the expectations of the swimming programmes of study.

8. As they move through the school pupils, including those with special educational needs and English as an additional language, continue to make good progress overall. It is good in English at Key Stage 1 and very good at Key Stage 2. In mathematics pupils make good progress at both key stages and very good progress in their mental facility in Key Stage 2. Progress is also very good in science, music and geography in Key Stage 2. There are insufficient resources for pupils to acquire and extend their information technology skills in control, monitoring and modelling and in this area progress is unsatisfactory. Pupils writing and reading skills are above average in relation to their attainment. Above average pupils are extended and challenged by good quality activities and their learning has been a specific target of the schools development since the last inspection. A key feature of the school is the very good ethos and parental support and as a consequence pupils often make better progress than expected.
9. Results of National Curriculum tests at the end of Key Stage 1 in 1999 were well above the national average in reading; in writing they were above the national average. In mathematics overall levels of attainment were close to the national average. Over the past four years results in reading and writing have been well above average and in mathematics they have been in line. Compared with schools with a similar intake, results are well above average in reading and writing and average in mathematics. In science, results of teacher assessments at the end of Key Stage 1 in 1999 show that all pupils attained expected levels and overall standards were well above the national average and very high in comparison with similar schools. Results at the end of Key Stage 2 were well above the national average in English and science and above the national average in mathematics. Compared with schools of a similar intake, results are above average in mathematics, well above in English and very high in science. The picture has been the same over the past four years in English and has been improving in mathematics. A slight dip in mathematics results in 1998, with the introduction of a mental arithmetic paper, has been successfully addressed by the school.
10. The school has successfully improved the percentage of pupils reaching Level 3 and level 5 (above average levels of attainment at the end of Key Stage 1 and 2 respectively) through targeting boys reading development and the regular and systematic teaching of mental arithmetic. Attainment at this level has improved significantly in test results at the end of Key Stage 2 and the percentage of pupils achieving Level 5 in English, mathematics and science is very high when compared to similar schools.
11. Since the last inspection, the school has addressed the underachievement identified in science, geography and music and overall standards are now higher. Above average pupils make the progress they should and achieve the standards of which they are capable. However, not enough has been done to improve attainment and progress in information technology and standards are below expectation at the end of Key Stage 2. The school recognises this and with the help of the local education authority has secured funding towards the provision of a computer suite and staff training.
12. There is no significant difference between the attainment of boys and girls. Pupils with English as a second language and those from ethnic minorities make satisfactory progress and this is due to staff awareness of their needs and the targeted support provided through the ethnic minority achievement grant. Following an analysis of pupils' attainment in each academic subject the school has set achievable targets for the pupils in English and mathematics at the end of Key Stage 2 for the next two years.

Attitudes, behaviour and personal development

13. Children under five settle quickly into the school routines. They behave very well and have a positive approach to their learning activities, both in the nursery and Reception classes.
14. Pupils throughout the school continue to have very good attitudes towards learning which has a significant impact on attainment and progress. Pupils enjoy coming to school and parents are very happy with the attitudes and values promoted by the school. In the classroom pupils are well motivated and eager to learn. They take pride in their work and handwriting, layout and presentation are of a very high standard. Pupils willingly participate in discussion and answer questions with confidence.
15. Behaviour in the classroom is very good and pupils work well together and share equipment sensibly. Around the school pupils are polite and courteous, holding doors open for other pupils, staff and visitors to the school. In the playground, pupils are lively and boisterous but all, including those of different ethnic groups, play well together. No pupils have been excluded from school. That there was no evidence of bullying, isolation or harassment confirms the view of pupils, parents and staff.
16. Relationships between pupils and between pupils and adults in the school are very good. A partner system operates where pupils in Year 6 are paired with Reception children when they start school. The system is depicted in the hall by a tree where the leaves are made up with the palm prints of the pupils. The partner system provides help and support for the younger children when they first start school and gives the older pupils a strong sense of responsibility.
17. Pupils carry out their responsibilities sensibly. For example they take registers to the office and help the teacher in their own classroom. In Year 6, pupils carefully set up the hall for assembly, and willingly help at wet playtimes and with reading to the younger pupils. They enjoy this responsibility which has a very positive impact on their personal development.
18. Knowledge of other cultures is promoted through assembly and religious education where pupils learn about other faiths and individual classes celebrate Divali and Chinese New Year. There is a 'current affairs' board in the hall to which pupils are encouraged to contribute. Pupils support a range of charities and have collected gifts for children in Bosnia through 'Love in a Box' and taken part in 'Jump Rope' for the British Heart Foundation. Each year Harvest Festival gifts are donated to the Manna Society for the Homeless. Fund raising for charities makes pupils very aware of others less fortunate than themselves and develops social awareness.
19. Relationships across different cultures and gender are positive and harmonious throughout the school.

Attendance

20. The level of attendance at the school has improved since the last inspection and is well above the national average. There is a very low rate of unauthorised absence. Statutory requirements are met. In most classes there is always a small number of pupils who arrive after registration although the majority arrive before the start of the first lesson. Very good attendance has a positive impact on attainment and progress but variable punctuality gives a rather slow and extended start to the school day.

QUALITY OF EDUCATION PROVIDED

Teaching

21. The quality of teaching for the children under five is good. This has a positive impact on the children's attainment and progress. The teachers show a sensitive understanding of the needs of young children and know their children well. The planning of work is good and all tasks are well organised. The direct teaching of literacy and mathematics is good. In a session with a big book one teacher used the introductory session to focus on new words through very good discussion about mummy bear and daddy bear. As the story was read the children joined in reading the covered words; their contributions were valued and the teacher reinforced whole word recognition by encouraging the children to remind her about which bear was which. Expectations are high and there is enough challenge in the tasks for the above average children. Routines are well established and the management of children is very good. Within the nursery and Reception classes, teachers and nursery nurses, work very effectively as a team. They all meet regularly to ensure the continuity and progression of the children's development. Together, they provide an effective Early Years team. All staff listen with interest to what the children have to say and through careful questioning develop their knowledge and understanding. Systematic observations in the nursery, to identify aspects of the children's development are well established. All teachers make good use of time and resources.
22. Teaching is good overall and never less than satisfactory. This represents an improvement since the last inspection. In 64% of lessons teaching was good or better. At times it was excellent, particularly in the nursery and at Key Stage 2. At Key Stage 2 32% of the teaching is very good or excellent. Teaching in Key Stage 1 is good overall.
23. At Key Stages 1 and 2 teachers have a good understanding of what they are to teach. This was an area of weakness identified by the previous inspection which has been successfully addressed through staff training and the use made of specialist staff. There are now particular strengths in the teaching of literacy skills. Teachers use of subject specific language in all subjects is consistent across the school and this makes a contribution to high standards. Music, games skills and geography are particularly well taught in Key Stage 2. All teachers have high expectations of pupils particularly in the quality of their thinking, the pace of work and in presentation of their ideas and findings. The teachers set realistic goals for individuals in English and mathematics which are regularly addressed and the skilful teaching allows pupils to consolidate and build upon what they already know and can do.
24. Lessons are well planned and carefully structured, often with a useful closing session to reinforce teaching points and to consolidate learning. Pupils are well managed and expectations of work and behaviour are clear. This makes an important contribution to the ethos within the classrooms and pupils from a young age work well independently. Expectations of what pupils might achieve are very well matched to their capabilities in Key Stage 2 and good in Key Stage 1. In most lessons teachers make good use of the time available. Although in two lessons in Key Stage 1 distractions were not dealt with swiftly and this adversely affected the progress of pupils.
25. Very good use is made of support staff and volunteers to support teaching and learning at both key

stages. In Year 4 a practical measuring activity carried out with an assistant gave opportunity for pupils to investigate and improve their ability to estimate. The pupils made good use of this experience in later work on estimating distances. In some lessons the support is used to extend and challenge the more able pupils, as with a lesson on equivalent fractions in Year 3. The support staff manage their groups very well and have a good understanding of the aims of the activities.

26. Resources are carefully chosen to meet the needs of individuals and to promote practical work. A range of fabrics and materials were on display for Year 1 pupils to help them in their initial designs for 'wacky glasses' which were then used in guiding their making and encouraging evaluation.
27. Good use is made of day-to-day assessment by teachers to make decisions about the next stage in learning and focus the use of time and support in the classroom. In a numeracy lesson in Year 6 pupils were given a series of problems involving mental arithmetic and had to explain their various approaches to solving them. The task was very challenging and the pupils had to work quickly. As pupils explained their strategies the teacher used the opportunity to help others develop strategies for problem solving. Teachers use marking positively to track pupils' individual targets. The pupils find this helpful. For example the marking of written work encourages pupils to revisit their stories and seek ways in which the stories could be improved. Time is set aside each week for work to be corrected.
28. Use of homework is satisfactory in Key Stage 1 and enables pupils to practise and extend their reading and spelling skills. In Key Stage 2 good use is made of homework to encourage research and also to give pupils opportunity to pursue their individual targets. Parents value the regular homework which helps prepare them for secondary education.
29. Teachers are very aware of pupils' specific difficulties and needs and the special educational needs co-ordinator advises them effectively. Suitably differentiated work is prepared for them without under-expectation. For example, during an activity following an information technology lesson a boy went to the library to find a picture of a tiger with his learning support assistant and skilfully, illustrated his poem. Teachers plan work with reference to their individual education plans and provide appropriate resources. For example, enlarged sheets and sloping desk for visually impaired pupil.
30. The quality of support provided for pupils with English as an additional language is satisfactory overall and in many instances, pupils benefit from the focused contribution of support teacher. Support is effective and appropriately focused to support literacy development. The EAL teacher works in close liaison with mainstream teachers. Assessment is appropriately shared with teachers and evaluation used to inform further planning.

The curriculum and assessment

31. Although differing in organisation, the curriculum provided in both the nursery and Reception classes is planned to include all the required areas of learning and meets the needs of the children well. Provision in the nursery for all activities is good, both in range and frequency and well organised within the six areas of learning. More formal work, linked to the subjects of the National Curriculum is appropriately introduced to the children in the Reception classes. However, for these children, there is no provision or equipment for frequent outdoor play.
32. Assessment procedures are good. Children in the nursery are observed regularly and anecdotal evidence in each area of learning is kept to show their progress. On entry to school the children are

assessed, using the local borough procedures and the results of these assessments are used well to identify and plan for individual needs.

33. The curriculum provided by the school is good. It includes all subjects of the National Curriculum and religious education. Curricular provision is broad and relevant to pupils' needs. Insufficient resources for information control technology mean that the school can not yet deliver this strand. The school curriculum meets statutory requirements, where these apply, including those for sex and drugs education. Weekly teaching hours are satisfactory. Above average amounts of time are allocated to English, mainly because of the focus on literacy. The time given to subjects such as history, geography, music and physical education is low, but at present does not affect the pupils' progress. Literacy and numeracy are taught daily and the time is well used. The school's strategies for teaching literacy and numeracy are effective and have a significant impact on the standards achieved by the pupils. The school, with permission from the local education authority, has modified the organisation of the literacy strategy effectively, in order to suit the pupils' needs and their own teaching styles.
34. The school's scheme for the pupils' personal, social and health education is appropriate and has close links with both the science curriculum and the religious education programme. The school is part of the 'Health Promoting School's Project' and has achieved the award. The curriculum overall, successfully promotes the aims of the school, as well as the pupils' intellectual, physical and personal development. It prepares pupils well for the next stage of their education. The school provides equality of access and opportunity for all pupils, including the high attainers, to learn and make progress. The school aims and mission statement implicitly cover all aspects of equality. Boys and girls are given equal opportunities to take part in extra-curricular activities, including the sporting activities.
35. All pupils including those with English as an additional language have appropriate access to the full curriculum including extra curricular activities, where boys and girls participate on an equal footing both in single sex and mixed teams. Effective support is provided for the high attainers who benefit from the support given and are appropriately challenged. There are some examples of opportunities used in the curriculum to respond to pupils' cultural backgrounds and develop their insights into different cultures for instance through music where pupils learn about African instruments. However, since the last inspection, these opportunities are still limited and are not identified systematically in teachers' planning. Not enough emphasis is given to pupils' first languages either in the curriculum or in assessing their language development. Assessment outcomes are analysed in terms of gender but are not analysed by pupils' ethnicity and background.
36. The provision for pupils with special educational needs is good. The school maintains a register of pupils with special educational needs and fully complies with the Code of Practice. The support is well matched to their needs and pupils have equal access to all curriculum subjects and extra curricular opportunities. Statutory annual reviews at different stages of the Code of Practice are undertaken.
37. Overall, the planning of the school's curriculum is good. Key issues arising from the previous report which related to the planning of the curriculum were to ensure adequate coverage of the National Curriculum Programmes of Study and increase teaching time for Key Stage 2, to meet the minimum requirements. Considerable improvement has taken place in these respects. The school hours for Key Stage 2 have been increased and all subjects have both policies and schemes, some of which are supplemented by the nationally recommended guidelines. Overall, the curriculum is appropriately organised and delivered through an annual topic cycle with half-termly plans related to subjects. Generally, these topics have a specific curriculum focus, such as history, geography or

science. Medium-term planning has a set format and provides for the progressive development of pupils' skills in the different subjects. Learning outcomes are clear and well focused. The teaching and learning policy is well designed to provide guidance for the delivery of all subjects. The curriculum is enhanced by a variety of visitors to the school and visits to places of interest within the locality, which support the pupils' historical, geographical and scientific understanding. The residential trip to the Isle of Wight for pupils in Year 6 also makes an important contribution to the personal and social development of these pupils.

38. Provision for extra-curricular activities, is satisfactory and includes country dancing, recorders and choir. The range of sporting activities is appropriate and includes, netball, football, cross country and athletics. Throughout the year a large percentage of the pupils in the school attend these activities. Pupils are also offered the opportunity to attend a French Club, run by specialist teachers.
39. A useful homework policy and the home-school agreement gives clear guidance to teachers, parents and pupils on the expectations for homework in each year group. The policy takes into account government recommendations for the time allocated to homework, which increases as the pupils move through the school. Most parents are satisfied with the work their children are expected to do at home.
40. There are good procedures for assessment throughout the school. These include regular and focused observations of children in the nursery by both the teacher and nursery nurse. All anecdotal evidence in each area of learning is kept to show their progress. On entry to school the children are assessed, using the local borough procedures and the results of these assessments are used well to identify and plan for individual needs. The school has a clear and useful policy for assessment, record keeping and reporting that provides sound advice and guidance for teachers. Throughout the school, the assessment arrangements for English and mathematics are detailed. From Year 1 onward, pupils have their own personal targets to meet that are recorded in their exercise books. In Key Stage 1, group and class targets are displayed within the classroom, while in Key Stage 2, pupils are encouraged to discuss their own targets. In science, end of topic tests are used well to provide information for teachers. Teachers' observations and comments about pupils are recorded in the daily planning books and each half-term any notes of significant achievement are recorded on the 'Child Profile Sheets'. In Key Stage 2, standardised tests in English, mathematics and reading are administered annually and documented evidence is kept of each pupils' test scores. This also includes a record of the pupils' attainment in the end of Key Stage 1 National Curriculum tests.
41. All teachers undertake graded levelling of pupils' work in English, mathematics and science at the end of the school year. In addition, there is a school portfolio of pupils' work, which illustrates the levels agreed upon. Individual Records of Achievement have also been introduced. These include an example of pupils' writing and a drawing carried out at the end of each year. These are used to illustrate the progress pupils make and provide a useful reference for end of year reports. Assessment arrangements in the foundation subjects are satisfactory. Pupils' significant achievements are recorded and there are plans to develop exemplar portfolios of work in these subjects.
42. Teachers make good use of assessment information to plan future work for pupils. This ensures that suitably challenging work is planned for pupils at differing levels of attainment, which takes good account of their prior knowledge. Marking of pupils' work is regular and encouraging. Where best, comments include improvements that could be made in future. The results of annual tests are analysed carefully and used to inform end of year teacher assessments of levels. Reading test scores are also used to measure pupils' progress from year to year results. The end of key

stage National Curriculum tests are analysed to identify patterns of attainment and areas of under attainment or under achievement and this is used to inform curriculum developments and teaching. The information gained from evaluating pupils' work annually is used to track the progress of individual pupils. The school has identified the need to undertake further analysis of the data collected in terms of ethnic groups and month of birth in order to compare the school's performance and evaluate the value added. The pupils' written end of year reports are sound and generally contain specific comments about their attainment and progress in all areas of the curriculum.

Pupils' spiritual, moral, social and cultural development

43. The provision to support the spiritual, moral, social and cultural development for children under five is good. Many opportunities are planned for, particularly in the nursery, through the play activities that fully promote the children's progress in personal and social areas. Planned circle time for personal and social education is set aside and cultural traditions are introduced to the children at the appropriate times.
44. The planning and provision for pupils' spiritual, moral and social development at both key stages is a strength. The provision for cultural development is satisfactory. Staff ensure a welcoming environment and have established a very happy and supportive community. All aspects of the school life fulfil the school's mission statement.
45. In both key stages, the provision for the pupils' spiritual development is very good. Pupils' spiritual development is rooted in the Catholic faith. Parents are pleased with the Christian values taught by the school and fully support the staff in this important aspect of their children's personal development. The sense of spirituality and community is strong. Through assemblies, literature, science and music pupils are building an awareness and understanding of the spiritual and aesthetic values of life. In lessons pupils have the opportunity to express awe and wonder, for example, in the joyful singing of the choir or the reading of poetry written by other children. The Acting Head Teacher and her staff have created an exemplary ethos for the school and all the pupils benefit from the school's corporate spirit.
46. Pupils' moral development is integral to their Catholic faith and there is very good provision. Pupils develop a very good sense of right and wrong. The school ensures that all pupils and adults who work in the school feel respected and valued. Good behaviour is implicit throughout the school day and all the staff have high expectations of all the pupils. Many stories in assemblies contain a moral message.
47. Provision for pupils' social development is very good. Pupils relate well to each other and to adults. They work co-operatively in lessons. Teachers and assistants provide good role models. Pupils and staff act with courtesy to each other and relationships are very good in all classes. There are opportunities for children to relate to the wider community, for example, in the making of a mosaic for a local railway bridge or taking part in the Croydon Music Festival. Governors, teachers and parents promote a strong sense of community in the school. Governors and parents make a valuable contribution to school life, not only by arranging social events but also by raising money for school equipment. There is a range of extra curricular activities, mainly musical and sporting. Competitive sport and music festivals have brought success for the school. These activities make significant contributions to pupils' social development.
48. Provision for cultural development is satisfactory. There are opportunities to explore our cultural heritage through poetry and through music. For example one class was looking at the Highwayman by A.Noyes and Saint Saens' Carnival of the Animals. The art of Lowrie was being copied on the

computer. Topic related outings stress our cultural heritage in for example visits to the Cutty Sark or the Polka Theatre. However, the opportunities to use the rich diversity of the school families, celebrating differences of faith and culture, remain largely untapped. There has been some attempt to broaden the vision in this area through multi-cultural displays.

Support, guidance and pupils' welfare

49. All children receive sensitive support and guidance from all adults in the nursery and both Reception classes. Very good relationships are promoted by all adults who work with these children and there is a caring and supportive environment with daily routines firmly established.
50. The school continues to provide very good support and guidance for all its pupils which creates a caring environment and a very good atmosphere for learning. Teachers and support staff know the pupils well and relationships are very secure. Pupils feel confident to approach any adult in the school with problems or concerns they may have. Personal and academic progress is very effectively monitored through both formal and informal assessment which has a significant impact on the progress that pupils make. Pupils with special educational needs are very well supported and make good progress.
51. The school has clear procedures for monitoring and promoting good attendance and punctuality. The registers are marked consistently using the appropriate symbols and registration is carried out promptly at the start of morning and afternoon sessions. Lateness is always challenged and the procedure for following up unexplained absence is effective.
52. The school has a clear behaviour and discipline policy which details rewards and sanctions. The school's 'golden rules' and classroom rules are prominently displayed, sometimes with photographs which show examples of the behaviour expected of pupils in certain circumstances. Pupils in Key Stage 2 are rewarded with merit points which lead to certificates presented in the weekly assembly. Younger children receive 'smiley faces' and often take their work to show to the Head Teacher where they are given a special sticker which they wear with pride. The system of rewards and sanctions is very effective in establishing an orderly community.
53. The school has an anti-bullying strategy where any reported incidents are dealt with quickly and efficiently by the Head Teacher and there is a detailed child protection policy with a designated teacher. Most parents feel that the school handles these issues very well. The personal, social and health education programme is currently being developed by the co-ordinator and Year 6 pupils have an established programme of sex education and drug awareness. Year 6 pupils also attend a junior citizenship course run by the emergency services where they learn personal safety and next year the visit of the 'The Life Bus' to the school is to be re-established.
54. The school continues to provide a very safe and caring environment for pupils and staff and a detailed health and safety policy is now in place. The Health and Safety Governor carries out formal inspection on an annual basis and a report is submitted to the Governing Body. Day-to-day problems are usually dealt with by the caretaker but more specialised maintenance of equipment is carried out by council approved contractors.
55. The school has three qualified first aiders and there are clear procedures for dealing with accidents, all of which are recorded. Appropriate procedures govern the dispensing of all medicines.

Partnership with parents and the community

56. Induction procedures for the children starting the nursery, which includes home visits are very effective and ensure the children have a happy and secure start to their school life. On entry to the nursery and on transfer to the Reception year, parents receive helpful booklets which provides them

with all relevant information. There are regular opportunities for parents to meet with staff and discuss their child=s progress and the parent information boards provided keep them well informed of the curriculum and daily routines.

57. The partnership with parents and the community is very good and continues to make a significant contribution to the quality of education and the standards that pupils achieve. Most parents have very positive views about the school and feel that the partnership between the school, the church and the family is an important factor in the school's success.
58. Parents receive very good quality information through the prospectus and regular newsletters. 'Meet the teacher' sessions and open evenings ensure that they are aware of the topics being taught in school and kept informed on the attainment and progress of their children. Curriculum evenings on numeracy and literacy have already been held. Pupils' annual reports are personal to the pupil and contain information and attainment and progress. Parents have the opportunity to discuss pupils' annual reports with the teacher.
59. Parents feel very welcome in school and more than twenty regularly help in the classroom. A significant number of parent helpers have attended 'in service' training provided by the school on hearing children read and this ensures that they provide good quality support. Parents attend assemblies and concerts and support the school's sports teams.
60. There is a school social committee which organises regular social and fund raising activities. On two occasions each year it combines with the parish social committee to raise funds for the community. Some of the money raised goes to support a nominated charity whilst other funds have been used to purchase books and computers which have enhanced the educational facilities at the school.
61. The school has very good links with the nursery and pupils visit for story time and are invited to assembly and sports day. There are links with all the secondary school to which pupils transfer, although the extent of visits by secondary staff is variable. All pupils however have the opportunity of an induction day and pupils feel confident about moving on to secondary education.
62. The school is very much part of the local catholic community and the church plays an important part in school life. The priest has a very good liaison with the school and pupils are regular visitors to the parish church. Pupils take a great interest in animal welfare and the school was the first in London to join the RSPCA partnership. They also visit the local police station where they are introduced to the work of the police which helps in developing good citizenship. The local librarian is a regular visitor to school and the pupils are encouraged to use the library to research topic work. School teams take part in local sports tournaments for netball, football and athletics and pupils perform at music festivals, all with considerable success.
63. The school has yet to develop any links with local business to support the curriculum although it uses Crystal Palace Football Club professional coaches to run football training sessions which enhances the quality of physical education provision.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

64. The school is well managed. The acting Headteacher has shown good leadership in preparing the school for inspection; reviewing and modifying a number of policies central to the improving standards and the quality of teaching and learning; and in managing the large increase in pupil numbers. Her relationships with staff, a newly constituted governing body, pupils and parents are

excellent and make an important contribution to the high standards achieved in most aspects of the school=s work.

65. There is a clear educational direction for the school. All staff, including nursery assistants, contribute to determining priorities for futures action and development. The Headteacher and acting Headteacher consult widely and work effectively to ensure that all staff feel confident in their ability to influence the work of the school and the standards and progress achieved by the pupils. The governing body are well informed through their formal and informal visits to the school. An effective committee structure is in place. A clear management plan guides their strategic responsibilities to review and evaluate the work of the school. The school does not meet all statutory requirements with respect to the school prospectus and annual report to parents. For example the annual report does not detail the recent professional development of staff, the allocation o funds for those with special educational needs nor does it report on the action plan following the last inspection. The prospectus does not contain the schools National Curriculum test results nor the national comparisons. There is an effective partnership between the school and governors and together they reflect critically on the school >s development. However the present format of the school development plan does not provide them with a long term view of developments or how these are to be managed by the school so they can judge the effectiveness of the action.
66. Teaching and curriculum development are monitored effectively by the Headteacher and senior management team. A useful additional structure is a distinct identity given to the early years which has its own management team. This is helping the school very effectively deal with the expansion caused by a fifty two place nursery and two form entry. There is a regular focus for monitoring and the information is used to establish progress towards the targets identified in the staff and co-ordinators= job descriptions. The planning structure for the curriculum is based on an established system for supporting and developing the quality of teaching, improving pupil performance and reviewing schemes of work to ensure that they meet the aims of the school. Most subject co-ordinators have release time to allow them to visit and support colleagues in class although there is no clear programme for this to be undertaken that is linked to a clear management plan. The information technology co-ordinator successfully supports colleagues but does not have a specific time allotted for her to monitor the provision.
67. The Acting Head Teacher, who is the responsible for the Early Year=s department, has a clear overview of provision and planning for the children under five. She provides very good leadership and management. An action plan relating to the school=s provision for Early Years is clear and well focused. A great deal has already been achieved. The quality of relationships within the Early Years department is very good and all children receive full equality of opportunity.
68. The aims of the school express high expectations of what pupils can achieve supported by Christian values. There is a strong commitment to the community and the care for each individual. The aims are being very successfully met and shared in practise by the staff, governors and parents/parish. Parents expressed strong support for the aims and values promoted by the school.
69. The development planning is satisfactory. The school and governors recognise the need to improve the school development plan as a tool for monitoring and evaluating and in providing a long term view of development. A determined start has already been made. A clear programme of action for each subject area and each aspect of the school is drawn up each year, following extensive consultation with co-ordinators and the senior management team. However there is not enough detail as to how this is to be managed. There is appropriate prioritising based on the review findings and good use is made of data such as test results. The school sets achievable targets for literacy and numeracy as well as the need to continually improve the quality of teaching.

Resources are well targeted and additional staff support provided, for example for teaching music and games skills.

70. The governing body has established an appropriate policy, which reflects the priority of their approach, to special educational needs. The school complies fully with the Code of Practice and support from outside agencies is very well managed. However the annual report by the governing body fails to set out specifically the implementation of the special educational needs policy, consultation with the local education authority or other schools and the allocation of resources in the past year to support special needs pupils.
71. The equal opportunities policy statement is clear and provides useful guidance to staff. There are good examples of the policy being applied but no specific equal opportunities targets are identified in the school development plan to enable staff to monitor and evaluate achievement in this area.
72. There is a very good ethos which reflects the school commitments to high achievement and equal opportunities through challenging work, high expectations and the active involvement of staff, parents and governors. The school has made good progress in addressing the issues raised in the previous inspection report. Standards have risen in most subjects in which weaknesses were identified although there is still room for improvement in information technology. The quality of teaching has improved considerably and is now good; this has been a major factor in improving standards. Teaching expertise has been enhanced through training and the appointment of part-time teachers to support the teaching of music and the humanities. Much work has gone on to improve the quality of the curriculum and to promote opportunities for investigation and practical opportunities. Many additional opportunities are now provided to improve pupils cultural development although the approach is not systematic enough. The use of assessment is now good and has a major impact on the achievement of individuals. The school now exceeds the minimum recommended teaching time. The involvement of the governing body has greatly improved and is strengthened by its recent reconstitution. The local education authority is providing good support for the governors through the training they have received in literacy and numeracy. The acting Headteacher and recently appointed chair of governors provide strong leadership and there are clear targets for improvement for all subjects and aspects of school life. The school is in a good position to continue to improve on the quality of learning and the standards achieved.

Staffing, accommodation and learning resources

73. The school has a good number of well qualified staff with the experience to meet the requirements of the National Curriculum and the agreed areas of learning for children under five. There is a good balance of experienced and recently qualified teachers. The school has also a good number skilled support staff for pupils with special educational needs, English as an additional language and literacy development. They work effectively in collaboration with teachers and make valuable contributions to pupils' learning. The school secretary, midday assistants and kitchen staff work hard and assist in the smooth functioning of the school.
74. The qualifications and experience of the teachers and nursery nurses meet the needs of the young children well. The level of assistance provided by the school is high, with a nursery assistant attached to each reception class and the nursery class. The newly built nursery which has its own secure outdoor play area is spacious and fully accommodates the range of daily activities well. The reception classes, however, are rather cramped for the number of children on role and does not have its own appropriate outdoor play area. Learning resources, overall for indoor activities are good and effectively used to support all areas of learning. In the nursery the outdoor resources are very good, but in the Reception classes there are no resources for the children's outdoor play.
75. The support teacher employed through the minority ethnic achievement grant is appropriately

deployed with support being used flexibly in the light of an analysis of pupils' needs.

76. The school has effective arrangements for the induction of newly qualified teachers which include mentoring, observation and release to attend training arranged by the local Authority. The newly qualified teacher has benefited from visits to neighbouring schools and in-house class observation. Staff development arrangements have improved since the last inspection with co-ordinators using the local support groups to good effect. Good use is made of the courses provided by the local education authority and useful contacts maintained with advisers. For instance the English co-ordinator is working with the LEA advisor on research into the use of book reviews and trials new approaches to encourage boys reading. However there has been no recent training in the use of information technology for control and monitoring. There is now a clear focus on the use of curriculum audits and professional discussion with the Headteacher to identify targets which become the focus for personal and professional development linked to their job descriptions. Staff appraisal is undertaken cyclically and contributes to these targets. Support staff have participated in training for the numeracy strategy and lunchtime supervisors have received training in managing lunchtime play.
77. Since the last inspection, the accommodation has markedly improved with many of the issues raised in the last report effectively addressed. The recently enlarged building has enhanced the learning environment and is having a positive impact on pupils' learning. The school has received generous funding to equip the new classrooms. Space in the school is now imaginatively used to allow for group work with many specialist rooms for music, design and technology and a non fiction library which is being developed to provide research opportunities. The premises are well maintained and effectively looked after by the caretaker and cleaners.
78. The school can provide good access for the disabled. Hard play areas are well used for activities in physical education and there is good access to grass areas and field sports. The quality and range of resources in the school are generally adequate except in geography where they are limited. The infant and junior libraries house a good range of fiction and non-fiction. However apart from some displays there are limited resources which reflect different cultures and positive images of women and black people. Pupils' first languages are not celebrated and reflected in displays and in the libraries. Resources for information technology are insufficient. The school makes good use of the LEA teacher centre to enhance the teaching of literacy and the use of artefacts.

The efficiency of the school

79. Since the last inspection the school has maintained sound financial control with improved mechanisms for evaluating its cost effectiveness. Financial planning is led by a well informed Governing Body, working through the finance committee and the school's senior management team. Decision-making regarding future developments and costing is their focus. The high investment in support staff is very good value, as it is in music, football and financial advice.
80. The Governors and Acting Head are aware of the need to manage changing circumstances. The school roll has increased and will continue to do so for the next five years. The financial support of the school's social committee is significant and has, for example, ensured the continued leasing of up to date computers in each class.
81. The day-to-day administration of the school is good. The financial advisor from the Local Authority works closely with school. The School Secretary, with the Acting Head, is responsible for budgetary control and financial administration as well as the many day to day issues which arise. They are also very effective in supporting the school's pastoral aims in dealing with pupils and parents.

82. The funding for special educational needs is used effectively and very good support is given to pupils with special educational needs.
83. Teachers and support staffs= expertise is very well used across the school and in all subjects. Resources and accommodation are used to good effect.
84. All staff in the Early Years work effectively as a team. The nursery nurses are very well deployed and make an important contribution to the progress made by the children. Overall, provision for the children under five is good and is going from strength to strength as the Early Years department becomes firmly established.
85. Taking into account the consistent trend of good progress made by the pupils, the good leadership of the Acting Head and the high attainment across the core subjects, the school is providing good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. There were no key issues for action dealing with provision for the under- fives in the previous report. The quality of teaching and planning for the Pre-Key Stage 1 phase was said to be good and the pupils made suitable progress.
2. Provision for the under-fives is good and includes a nursery class for 26 children in each of the twice daily part-time sessions. The children are eligible to enter the nursery class when they are three and are admitted to full- time education in the Reception classes during the Autumn term of the year in which they reach the age of five. A full and effective programme of meetings and visits prior to starting nursery ensures the children have a confident and happy start to their school life. The school provides them with a secure and caring environment with daily routines firmly established. Relationships with adults are very good and children feel able to ask for help when they need it. Levels of assistance provided by the school are good, with the nursery class and both Reception classes having full-time nursery nurses.
3. The broad and balanced curriculum is based on the recommended areas of learning for this age both in the nursery and Reception classes and fully supports the children=s intellectual, physical and social development. More formal work, linked to the subjects of the National Curriculum is introduced to the children in the Reception classes.
4. The quality of teaching for children aged under five is good overall, and attention is paid to finding suitable activities for children in more formal lessons, as well as keeping within the limits of their attention span. Soon after entry to school, a detailed assessment is made of the children=s skills and from this it is judged that standards are generally good for children of this age. The great majority of children, including those with special educational needs make good progress and by the time they are five, nearly all of the children are likely to meet or have the potential to exceed the >desirable learning outcomes= in all the areas of learning. The newly built nursery, which includes a secure outdoor play area is spacious, bright and attractive and is well utilised to accommodate a full range of daily activities. However, the Reception classrooms are rather cramped and they do not have their own suitable outdoor play area.

Personal and Social Development

1. The personal and social development of children under five is overall, very good and the great majority make very good progress. All children under five are happy and content to be in both the nursery and Reception classes. They play well together, both as part of a group and independently, take turns and ask for help when they need it. They respond positively to new activities and enjoy their work. They are eager to explore new learning, show confidence and make effective relationships with adults and other children. They are attentive and many of the children are able to sustain interest in their activities for some considerable time. They are well behaved and clearly understand what is right and wrong. The children are polite and friendly. The teaching of relationships and interactions is of good quality and all staff act as good role models for the children. The provision for spontaneous learning in the nursery is good and supports the children=s co-operative interaction with others and their abilities to work and play collaboratively. Provision for free play in the Reception classes is more limited in terms of frequency. Most children show independence in dressing and personal hygiene.

Language and Literacy

1. The children make good progress in their language and literacy skills and most are likely to attain the standards expected of them by the age of five. In both the nursery and Reception classes the teaching of language and literacy receive a high priority and the children are provided with many opportunities to increase their speaking and listening skills. For instance, whilst they undertake their activities all staff actively seek to extend their vocabulary. Children participating in role-play situations, such as in the 'Baker's Shop' or the 'Story time Café', are encouraged by staff to extend the use of language. Children in the nursery learn to handle books carefully, talk about the pictures and many understand that print carries meaning. The time set aside for the teaching of literacy is used well. The children listen avidly with obvious enjoyment to the adults reading, respond readily to questions and learn to reply using whole sentences. The Reception class teachers build on the children's early literacy skills and work within the structure of the Literacy Hour. Many children understand how books are organised and talk about the characters in a story. They recognise their own name and begin to identify speech sounds and relate them to letter shapes. Some recognise familiar words in simple text. In writing, children know that marks and shapes on paper carry meaning and make attempts at writing independently for different purposes, such as taking an order in the café or writing invitations. Appropriate attention is given to teaching the children correct letter formation and many children in the nursery attempt to write their own names, although only a minority use upper and lower case letters correctly. Children in the Reception classes produce written work that communicates meaning through simple words and phrases. The quality of teaching in formal aspects of literacy is good and all activities are carefully prepared to develop the children's language and literacy skills.

Mathematics

2. Attainment and progress for children under five in mathematics are satisfactory. The children in both the nursery and Reception classes are provided with suitable practical activities for the development of their mathematical skills. The children in the nursery gain a good foundation for future mathematics work through play activities and games with apparatus involving sorting and matching objects by colour, size and shape. Children in the Reception classes, use appropriate mathematical language and gain experience of basic activities underlying the development of mathematical concepts such as weight and size. For example, they use comparatives, such as 'heavier than' and 'lighter than' when weighing objects, and 'bigger than' and 'smaller than' when comparing the size of teddies. Most of them know their numbers one to ten, have an idea of what they represent and by the time they are five, are able to do some simple addition with guidance. A few more able children record this work, although sometimes their written figures are unevenly shaped. Many children copy and continue repeating patterns using beads and are able to reproduce the pattern by printing with shapes. The direct teaching of mathematics is overall, satisfactory and generally carefully done, with appropriate time devoted to the accompanying experiences.

Knowledge and understanding of the world

3. In this area of learning and development, the children's attainment and progress are generally good. In the scientific area of learning, children in the nursery explore the school's outdoor environment, plant bulbs and make observations of hailstones melting and jelly dissolving. In the Reception classes, children develop a growing awareness of materials and their properties by exploring the materials that the three pigs used to build their houses. While carrying out the investigation they ask questions and suggest ways in which the house made of sticks could be strengthened. In history, children in the nursery talk about their families and recreate events in their own lives. Through their small world play using play maps they explore routes and begin to understand why we use maps. Children in the Reception classes follow directions and use geographical terms, such as down the path, through the gate and along the road to describe the journey Goldilocks took to the Three Bears Cottage. The children enjoy making models with construction toys and learn simple skills of

joining different materials while modelling using junk materials. In information technology the children confidently use the computer to support their learning, from an early age. They use the >rollerball= to move objects displayed on the screen, such as items of clothing to dress a teddy bear. Overall, the teaching in this area of learning is good and all children are provided with the necessary practical experiences touching on the world around them. All staff work effectively alongside the children, talk to them and listen to what they have to say. Panning in the Reception year, focuses on concepts carefully chosen to link with the content of the Key Stage 1 curriculum.

Physical development

4. Overall, the children achieve well in their physical development. In the nursery, they use a range of outdoor equipment to climb and balance with increasing self-control. They move freely and learn to respect the space of others when using such items as tricycles. Careful planning and preparation by the nursery teacher ensures there is a daily range of experiences outdoors. The many activities on offer are rotated to extend and develop each child=s interest. The children make good progress in their movement and co-ordination skills through their time in the nursery. Through their play with table-top games and jig-saws, using modelling materials, pencils and brushes they show a growing control and ability to handle smaller items. In the Reception classes physical education is timetabled and there is no opportunity for those with weaker large scale movements to experience the same range of outdoor activities as in the nursery. However, in general, the children show a growing control in the basic actions of travelling while out at play during break times.

Creative development

5. Progress is sound in all aspects of the creative areas of learning and the children are well prepared to start on the National Curriculum. The nursery provides a wide range of interesting creative activities at each session and many children regularly choose them. Children experiment with dough, learn cutting and sticking skills and show a steadily developing ability to express their own ideas through drawing and painting. The children=s work contributes well to the displays in the nursery. Many other activities include some aspect of creativity. Through role play in the home corner, the >Baker=s Shop= or outdoor play, children spontaneously develop their own situations. In the Reception classes, they show good drawing skills for their age. For example, after looking closely at different teddy bears, children use pencils and crayons with great care to produce some detailed drawings. Provision for free use of expressive art is appropriately planned for and the children enjoy working with a range of media and experimenting with different materials. The children are well taught in the basic art skills and techniques. A range of opportunities are provided for the children to develop their early music skills, such as listening games, singing traditional songs together and exploring the percussion instruments. Children in the Reception classes, participate with enthusiasm in music lessons and learn to distinguish high and low sounds and different levels of volume.

ENGLISH, MATHEMATICS AND SCIENCE

English

6. Results in the 1999 National Curriculum tests showed that standards attained by the seven year olds were well above the national average at Level 2 and broadly in line at Level 3 in reading. They were well above the national average at Level 2 and above at Level 3 in writing; in comparison with similar schools, they were well above at Level 2 and broadly in line at Level 3. Standards attained by the eleven year olds were well above the national average at Level 4 and very high at Level 5. The same is true in comparison with similar schools. These results show an upward trend compared with results in 1998 and evidence from this inspection reflects these outcomes and indicates that the

school has the capacity to sustain them.

7. By the age of seven, pupils' attainment in speaking and listening is above the national average and their progress is good. The majority of pupils listen and speak confidently in a wide range of contexts, take an active part in discussions and make presentations to their peers in assemblies. Listening skills are well developed and the majority of lessons identify opportunities for listening and speaking across much of the curriculum. In one assembly, pupils successfully collaborated in dramatising a story, playing different characters with enthusiasm and confidence. By the age of eleven, attainment is well above the national average. Pupils are very articulate and demonstrate a high level of awareness of the ground rules for interacting with teachers and each other. They engage well in speaking and listening activities as when, for instance, in a Year 6 class, pupils acted out a scene from a play script based on *The Wind in the Willows*. In this lesson, their diction and delivery of lines was of a high standard, indicating a good grasp of the genre and its conventions reflected in the discussion that ensued on stage direction and differences between fiction and plays. The majority of pupils including those with English as an additional language and special educational needs make good progress with high attainers making very good progress. Well organised question and answer sessions during the literacy hour has a positive impact on the progress of high and low attainers.
8. Attainment in reading by the end of Key Stage 1 and 2 is well above the national average. By the end of Key Stage 1, the majority of pupils read a range of texts with fluency and accuracy and tackle words using phonics and read for meaning. They talk about the plot and the characters and express preferences about what they read. They know words like author, verses and title. At Key Stage 2, pupils use a range of strategies to help them in their reading and discuss a variety of texts. They use these well to infer and interpret themes and characters and enjoy group reading where pupils' contributions and response is mature and demonstrates well developed skills. Reading is well managed both within the literacy hour and outside it. Pupils are provided with opportunities for guided and independent reading with appropriate emphasis on the development of library skills. Pupils' progress in reading is very good and is regularly monitored through national curriculum tests, teacher assessments and other regular tests. The information in reading records is detailed and consistent in quality across all classes and includes very helpful diagnostic comments. Pupils make good progress across both key stages by consolidating and increasing their knowledge of reading for meaning, using contextual clues and the range of books they are able to tackle. Older pupils tackle a wider range of texts and genres and use books for research. The help provided by parents has a positive impact on the rate of progress.
9. Attainment in writing, by the end of Key Stage 1 and 2 is well above the national average. Progress is good throughout Key Stage 1. By the end of Key Stage 1 the majority of pupils write in sentences, using full stops and capital letters. Most pupils use word banks and dictionaries, successfully. They are able to write independently using previous models and knowledge to good effect. They acquire and apply their knowledge of speech marks and begin to recognise and use questions and dialogue in their writing. By the end of Key Stage 2, most pupils write extensively and produce a variety of narrative and non narrative texts. Standards of presentation and handwriting are very good. Drafting and redrafting is well used and is effectively encouraged by thorough marking and guidance given to pupils to improve their work. Most pupils produce imaginative writing and write in different forms; for instance pupils in Year 6 write autobiographies and poems using metaphors and similes and a range of writing in other subjects notably in science and geography. Pupils spell correctly and use what they have learnt effectively to check spellings. Their systematic study of grammar and different types of text within the literacy hour enable them to develop important skills reflected in their enjoyment of reading and growing confidence in tackling new forms of writing. Progress in lessons and over time is very good in Key Stage 2 and is reflected in lengthier pieces of

writing, more sophisticated vocabulary, a grasp of structure and high standards of handwriting.

10. Pupils= response in English very good overall and in a few instances, it is excellent. The majority are keen, well focused and engage well with most activities. They demonstrate a high level of maturity and have developed positive study skills and a capacity for independent learning. Standards of behaviour are very high and pupils are keen and proud to demonstrate and talk about what they have been doing to peers and visitors.
11. The quality of teaching is very good and occasionally excellent. Teachers have a secure knowledge and understanding of English and are implementing the literacy hour very successfully in line with the objectives set in the national strategy. Lessons are very well planned and have a clear structure and objectives. Most lessons start with a crisp and very well focused introduction. Reading skills or a specific grammatical focus are made very clear to all the pupils and a strong link is made to what they have learnt in previous lessons. Pupils are very well managed and organised into ability groups with good support provided for pupils with special educational needs. There are good quality challenges and positive interventions that extend the above average pupils.
12. Teachers have very high expectations of pupils and are skilful at matching the work to individual needs. Literacy skills are systematically planned for in all other areas of the curriculum when they same high standard of presentation are expected of pupils.
13. There are detailed plans for listening and speaking, reading, writing, spelling and handwriting. The school uses the literacy framework effectively and has modified it to provide more focused opportunities for guided reading and extensive writing. The schemes of work ensure appropriate coverage of all aspects and include a wide range of types of literature. There are clear systems for assessment related to the different skills and good use is made of assessment data to set individual targets. An effective action plan focussing on improving opportunities for research and extending the range of reading is being successfully implemented. Targets for English and literacy based on current assessment have been agreed. The co-ordinator has worked hard and provides very good leadership and guidance to colleagues based on observation and monitoring of planning. She is using her training creatively. She is undertaking research into the benefits of some activities, for example book reviews, on improving pupils response to literature. Resources in English and for literacy are effectively organised and well used by staff and pupils.

Mathematics

14. In the 1999 National curriculum tests at the end of Key Stage 1, results were broadly in line with the national average and in comparison with similar schools. More pupils achieved the higher levels within level 2 than nationally. Over the past four years Key Stage 1 results have fluctuated slightly but the number of pupils attaining the higher level 3 has improved. At the end of Key Stage 2 in the 1999 tests, results were above the national average and when compared to similar schools. Results over time have been consistently above national averages and the number of pupils achieving Level 5 has improved significantly and is well above average.
15. Following an analysis of the 1998 results the school set to increase the number of pupils reaching Level 3 and Level 5 by improving the teaching of mental arithmetic. This has been successful and inspection evidence from Years 3, 4 and 5 show that these high levels of attainment at the end of Key Stage 2 will be maintained.
16. Inspection findings show that attainment is above average at the end of Key Stage 1. Pupils mental ability is good and they quickly solve problems involving the four rules. A scrutiny of work shows that pupils half and double, and are familiar with simple fractions. They add and subtract confidently with numbers to 20. They are beginning to understand place value and quickly answer questions

such as ten more than or ten less. Many have developed strategies for adding multiples of ten together, applying a secure understanding of number bonds. Pupils recognise and name two dimensional shapes and describe these with reference to a wide range of attributes. They use matrixes for setting out their comparisons.

17. Progress is good in Key Stage 1 and pupils build confidently on the secure knowledge of number, shape and measures gained in the Reception classes. In one lesson the mental activity lacked challenge and pace, due to weak planning and interruptions and progress was unsatisfactory. Pupils acquire a secure understanding of how our number system works through systematic teaching and regular mental arithmetic sessions. There are many good opportunities to work practically, with number lines and structured apparatus. Pupils made good progress in a lesson on symmetry; checking their own thoughts with mirrors or by drawing straight lines. The above average pupils are well challenged with different activities that extend their thinking. For example they are introduced to simple algebraic equations and magic squares.
18. By the end of Key Stage 2 standards are above average. Pupils mental abilities are very good. Very nearly all pupils successfully apply the four rules to 1000, working with 2 digits to multiple and divide. Most work to 2 decimal places. The Year 6 pupils work quickly with decimals and make correct comparisons between values. Pupils in Year 5 make sensible estimations of angles based on an appropriate range. They work systematically making decisions about whether it is more or less than a right angle, and use their knowledge of familiar angles of turn such as that found on a clock face. Year 5 pupils have a good understanding of their tables and have a variety of strategies for multiplying or dividing by two digits. Pupils in Year 4 estimate and measure accurately in centimetres. Pupils are good at using and interpreting data. For example, in work with temperature graphs pupils had identified the mean and median and compared these with different countries. Year 5 pupils accurately plot co-ordinates and use these to enlarge objects onto grids.
19. Pupils make good progress throughout Key Stage 2. Effective teaching encourages pupils to think mathematically, using a range of strategies. A secure understanding of how number works ensures that all pupils in Year 6 tackle new situations, such as percentages, with confidence. They develop quick mental strategies which allow them to approximate answers and respond quickly to written or oral problems, such as 200 more than 4.65. Pupils in Year 3 quickly understand the relationship between equivalent fractions and by the end of the second lesson calculate other fractions that equal $\frac{1}{2}$. Year 4 pupils make accurate estimations of the length of objects using common units. They use their previous experience of lengths to produce accurate answers. Those in Year 5 made good progress in naming and recognising angles and approximating the degrees of turn based on a secure understanding of rotation. Clock faces were chosen by some pupils to help them estimate accurately.
20. The pupils attitudes to learning in mathematics are always good. Their response improves through the school and is excellent in Year 6. They are motivated, interested and confident in manipulating numbers and tackling problems. The response of pupils with special educational needs is often very good. They are keen to explain their thinking and approach new work with enthusiasm. All pupils appreciate the need to work in silence and also to present their work neatly. They complete their corrections conscientiously. From an early age they work collaboratively and listen to each others= explanations.
21. Teaching is good overall. In 23% of lessons seen it was very good. These very good lessons mostly occurred at the end of each key stage. Overall teachers subject knowledge is good. The mental activity that introduces the mathematics lesson is suitably challenging and reinforces pupils concept of number. Teachers approach these sessions systematically; reinforcing pupils knowledge of number bonds and strengthening their understanding of place value. This was very well demonstrated in a mental arithmetic session on comparing lengths recorded in different units of measure. The activity challenged pupils to divide or multiply by thousands and hundreds without the use of pen

and paper. The majority of lessons are very well balanced and time is well managed. The previous issue relating to practical and investigative work has been well addressed and this was well planned into all the lessons observed.

22. Teachers have high expectations that pupils will apply their mathematical skills to new situations and new work is pitched at a level that challenges. It builds successfully on previously taught skills. For example, the introductory lessons in Year 6 on percentages built on the pupils' work in decimal fractions. The objectives for the gathering together at the end of lessons vary. In the most successful cases these sessions are used to establish what has been learnt from the lesson and how this could be applied. For example in a Year 5 lesson on factorial method for multiplying multiples of ten. Computer software is used to support teaching at both key stages and teachers make good use of parents to work alongside the pupils.
23. Daily observations and record keeping are detailed and used to good effect in helping teachers modify lessons and target the support. Support assistants use the whole class teaching time to assess individual pupils' responses or to develop their own teaching strategies. This is effective. Good use is made of support staff to extend the above average and those with individual education plans. The targets that are set for individuals are appropriate and teachers pay particular attention to these in their planning. Home work is largely confined to the learning of tables or number practise, but it is conscientiously undertaken and followed up by teachers who adjust the individual targets accordingly.
24. The subject is very well led by the co-ordinator. The issues raised from analysing the test results and monitoring teaching and standards are being systematically addressed. The school has raised attainment of the higher attaining pupils since the previous inspection and expectations are high. The numeracy strategy has been successfully implemented alongside the school's comprehensive scheme of work. Planning is effective. Long and medium term planning successfully meets the need of all pupils and provides for practical and investigative work. Above average pupils are well catered for and teachers have adopted teaching strategies that encourage and invite mathematical discussion and reasoning. Resources are sufficient and the co-ordinator is aware of the gaps in resources in Key Stage 2 for extending logic.

Science

25. Analysis of the end of Key Stage 1 assessments by teachers for 1999 shows that standards in science at Level 2 and above were, very high, both when compared with all schools and with schools of a similar type. However, the number of pupils achieving the higher level 3 was below average, both when compared nationally and with similar schools. In the same year, test results for eleven year olds at the end of Key Stage 2, show that the percentage of pupils reaching Level 4 and above was well above the national average and at Level 5 was very high. When compared with similar schools, the number of pupils achieving Level 4 and Level 5, was very high. The results achieved by the pupils in 1999 show a significant improvement on the previous year, particularly in the higher levels. This is attributable to the strong commitment by the school to raise standards and the very focused teaching at the end of Key Stage 2.
26. Evidence gathered during the inspection, which includes a scrutiny of some past work and observation of pupils in the current Year 2 and Year 6, shows attainment in science to be average by the end of Key Stage 1 and well above average with that expected nationally by the end of Key Stage 2. This represents an improvement on the findings of the school's last inspection, particularly in Key Stage 2. The issue from the last inspection, relating to practical and investigative work has been well addressed and this was well planned into all the lessons observed.

27. At Key Stage 1, pupils make satisfactory progress in lessons and over a period of time. In Year 1, pupils describe and write about the external features of animals, such as rabbits, dogs, hamsters and tortoises and consider what these animals like to eat. They develop their observational skills well through a series of activities related to each of their five senses and distinguish between the sense and the organ associated with it, such as the hand is for feeling and the eye is for seeing. As they proceed through the key stage, their knowledge and understanding of scientific ideas and their use of scientific language develops appropriately. By the age of seven, pupils successfully identify a range of common materials and know about some of their properties. For example, that a saucepan is made of metal because it does not melt and that boots made of plastic keep their feet dry. Their knowledge and understanding of forces and movement is appropriately developed. They explore toy cars rolling down a ramp, make predictions about which car will go the furthest and recognise that marking the starting and finishing points is important. They compare the way in which different surfaces on the ramp affects the speed of the cars. By the end of Key Stage 1, the pupils' investigative skills are generally adequate, but there is little evidence of high attainment in this aspect of science. Examples of their work show pupils make observations related to the tasks and record their findings through drawing, writing and in some instances in simple table form.
28. Over time, pupils' progress in science is very good at Key Stage 2. Pupils develop a great depth of scientific knowledge and understanding as they progress through the key stage. Investigative skills are generally well developed, although there is less evidence of pupils planning their own scientific investigations. Pupils in Year 3, recognise the differences between solids, liquids and gases and know that when heated, solids change. They discuss the need for a fair test, make careful observations and measurements and use the correct terminology to explain the changes that occur to a candle as it burns. Pupils predict the probable outcomes of their investigations and show a good understanding of how to conduct a fair test, as in their investigation on separating mixtures of materials. They know how to separate solids by sieving and suggest ways to separate an undissolved solid, such as sand, from a liquid by filtering. They know about the water cycle and the part played by evaporation and condensation.
29. By the age of eleven, the pupils make very good progress in their scientific knowledge and understanding. Building on prior work, they use their well developed literacy and numeracy skills to present their work. In learning about life processes, pupils in Year 6 know about the skeleton and how the body works. They can describe the importance of the lungs, the heart and the stomach to the working of the body and understand how joints work. The pupils describe the functions and parts of the body using correct terminology. In their work on forces and friction they use a forcemeter marked in Newtons to measure the pull required to move a shoe over different surfaces and produce charts to record their result. Their knowledge of electricity is very secure. They draw circuit diagrams and use conventional symbols for particular components such as bulbs and switches; explain whether the circuits will work or not and draw a circuit for lighting a disco. All pupils confidently put forward ideas and use scientific vocabulary well with understanding. Their work is recorded and presented in a variety of formats, drawings, diagrams, bar charts and in tabular form. In general, the use of information technology to present details of their investigation is less evident. Above average pupils are well stimulated by the interesting and challenging tasks. Pupils with special educational needs are well supported and make good progress in science. Very few pupils achieve less than the nationally expected standard by the time they are 11 years old and many achieve highly.
30. Throughout the school, the pupils' attitudes to learning in science are positive. They listen attentively to teachers' explanations and instructions and are keen to answer questions. They show a genuine scientific interest and curiosity. All pupils enjoy practical science and approach activities with enthusiasm. The vast majority of pupils concentrate well when working independently or in small groups. Overall, their behaviour is good. They take pride in their work and by the time they are eleven, the presentation of their work is exceptional. The overall good attitudes shown by pupils

make a positive contribution to their high achievement. However the number of pupils at the end of Key Stage 1 achieving the higher Level 3 was below average, both when compared nationally and with similar schools.

31. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have sufficient understanding and knowledge of the subject to explain scientific ideas clearly to the pupils. Teaching is particularly effective when questions are used well not only to involve the pupils in discussion but also to challenge their ideas and develop their thinking even further. This is particularly the case at Key Stage 2. Most teachers create a sound balance between discussion, demonstration and practical work. At Key Stage 1, however, the group tasks provided do not always provide enough challenge for the pupils. Appropriate emphasis is given to developing the pupils' investigative skills but in general, pupils have too few opportunities to plan their own investigations. Classroom management is good and generally a good standard of discipline prevails throughout the school. Lessons at Key Stage 2 are well paced to sustain pupils' interest and teachers have high expectations of the pupils' attainment and rate of progress.
32. The subject is very well led, organised and managed by an enthusiastic and knowledgeable co-ordinator. However, she has not had the opportunity to observe all teachers in their lessons and audit standards. A good policy is in place and the school is now working towards implementing the Qualifications and Curriculum Authority materials as a scheme of work, to be used within the topics covered. Medium term plans are detailed. They contain clear learning objectives, identify the main activities and include aspects of investigative science. In general, assessment procedures are sound. End of topic tests are used well to provide information for teachers, which in turn determines the structure of future learning. Although there is a school collection of pupils' work at agreed National Curriculum levels, not all the present staff have been involved in the process. Resources are good and sufficient to cover all areas of study. Good use is made of visits to such places as Bromley Field Centre and Smuff Mill to enrich their scientific experiences.

OTHER SUBJECTS OR COURSES

Information Technology

33. There were limited opportunities to observe information technology in lessons during the inspection, although further evidence was gained from discussions with the co-ordinator, pupils and a scrutiny of pupils' work. There is some evidence that since the last inspection the supply and quality of computers and software has improved, but as in the last inspection pupils do not achieve all the expectations of the National Curriculum programmes of study. Progress is unsatisfactory in external monitoring, control and modelling during Key Stage 2 and pupils' attainment by the age of 11 is still below national expectations. However the areas of word processing and information retrieval are covered adequately and standards in this aspect are satisfactory.
34. Attainment at Key Stage 1 is in line with expectations. Younger pupils use their word processing skills to produce names for cloakroom pegs and use the printer commands competently. Year 2 pupils use the control keys and the mouse to move a cursor around text and to select programmes from the desk top. Most use the word processor for writing and to complete tasks that support numeracy skills. Many successfully use the art packages to support their writing. They use robotic toys programming repetitive movements. Progress at this key stage is satisfactory.
35. Throughout Key Stage 2 pupils build up their skills and when word processing change the appearance of their work by using different fonts and colours as the poetry work seen in Year 5. Year 6 produced good quality computer graphics in reproducing the work of Clarice Cliff. They use the mouse to access menus within programs and save, edit and retrieve text in producing scenes from

Macbeth. Pupils with special educational needs make good use of available programmes to enhance learning.

36. Pupils make appropriate use of information technology to develop literacy and numeracy skills and also in their work in science, where pupils were compiling a materials quiz..
37. At Key Stage 1, pupils show an interest in their work. All pupils are eager to use the computers and take pride in sharing their skills. They behave and work well, usually respecting the hardware. At Key Stage 2, pupils work well together. Pupils took turns to estimate the angles during the use of a computer programme, sharing the keyboard and keeping a tally of their estimations. They work independently and responsibly when researching information.
38. Not enough direct teaching was observed to make a valid judgement on the quality of teaching. Most teachers are clear in the subject knowledge needed to promote word processing skills and information retrieval skills. They plan plenty of opportunities for pupils to use English and mathematics software relevant to the work being undertaken and brief the support staff appropriately. However they lack confidence in planning activities that would extend pupils skills in control technology. Teachers plan in their teams and work is monitored and evaluated by the co-ordinator. Learning support teachers and parent helpers are used effectively in both key stages.
39. The management of information technology is satisfactory. The co-ordinator is aware of the strengths and weakness in provision and has recently updated the information technology policy and introduced an effective checklist to record pupils experiences. She does not have adequate planned time to systematically support staff and monitor the effectiveness of the scheme of work. The school has secured a New Opportunities grant to provide training for all staff and additional software early next year. At present the designated computer room has not been completed and there are insufficient computers for pupils to benefit from regular use. The curriculum provision is satisfactory in Key Stage 1 but unsatisfactory at Key Stage 2 to extend older pupils information technology skills.

Art

40. During the course of the inspection, there were only limited opportunities to observe the teaching of art. Evidence gained from the scrutiny of work, photographs and display has been used as the basis of judgements. Indications are that standards at both key stages are average for the pupils= ages. The judgement is in line with the findings of the school=s previous inspection. By the end of Key Stage 1, pupils mix paints, use crayons, pastels and clay and print with a variety of materials. They make sound progress in their ability to try out a range of skills and techniques. By Year 3, the pupils have good drawing skills for their ages, in particular, their observational drawing is careful and very detailed. They have a good sense of line, shape and form. They have produced some effective >sunset silhouette= paintings by using a background wash technique to create the sunset and then cut out and stuck shapes of buildings and trees onto the wash. The pupils learn about the work of artists and produce paintings and computer generated pictures in the style of Monet, Lowry and Clarice Cliff. They successfully illustrate their work with drawings of good quality and in their work in connection with the Tudors, effectively use a range of materials to produce attractive collage pictures of Henry VIII and his six wives.
41. The indications from a scrutiny of work are that the progress made by the pupils, including pupils with special educational needs, is satisfactory. They consolidate their previous experiences and learn to use an increasing range of materials and tools. They learn an increasingly broad range of techniques and use different media with confidence. They also develop an appropriate knowledge and understanding of famous artists and art and craft traditions from Western culture. However, there is

little evidence of non-European traditional influences in their art work.

42. Pupils demonstrate positive attitudes to art and clearly enjoy their art lessons. They are interested and concentrate well. Pupils extend their understanding through discussing the techniques they use while working and are adept at verbalising the effect they want to create. They take great care and show pride in their completed work.
43. The quality of teaching is satisfactory. Teachers plan an appropriate range of opportunities, which include using different materials and skills. Their knowledge of the subject is sound and activities generally build on previous experiences. Techniques are appropriately demonstrated and constant encouragement is given to guide and support pupils= ideas and confidence. The subject is often incorporated into topic work and linked to other subjects, such as history, science and information technology. Although there is some evidence of three dimensional work in modelling materials and textiles, this is rather under represented. Assessment takes the form of teachers making their own notes. There is no use of sketch books as a record of progress. The pupils= work is valued and displayed appropriately around the school.
44. There is a good policy and scheme of work in place that identifies the progression of skills throughout the school. The co-ordinator, who is new to the post, is enthusiastic about the subject and has already spent a great deal of time in updating the policy and re-organising the resources. She has produced an appropriate development plan which identifies the need for a more structured approach to assessment and to provide more >skills= workshops for staff. Whilst the teaching of art is not directly monitored, the pupils= work is displayed for all to see. The school does not keep a portfolio containing examples of the pupils= finished work. This makes it much harder for teachers to set a standard for excellence or to measure the progress the pupils make. Resources for art are satisfactory and there is an appropriate range of media and tools. The subject in general makes a sound contribution to pupils= spiritual, moral, social and cultural development.

Design and technology

45. Only two lessons were observed in design and technology during the inspection. Evidence was also gathered from a scrutiny of pupils= work, photographic records, looking at teachers= plans, displays and discussion with pupils and the co-ordinator.
46. Pupils in Year 1 working from designs of spectacles discuss the quality of materials with two thirds using technical language. They work from plans and make choices, refining the material and showing awareness that stiff material are more appropriate to use for the frame. In one Reception class, pupils make hand puppets, cut pieces of cloth and select from a range of materials including fabric, buttons and paper to put the finishing touches to their work. They express their intentions, share ideas with the adult working with them and show awareness of safety as they work with glue and sticks which they keep on a piece of paper to protect the table. In discussion about their design of an educational game, Year 6 pupils demonstrate awareness of the potential user and make a rough plan showing where the buzzer used to indicate whether an answer is right, is attached and wired to a piece of carton. They select materials like butterfly clips to secure the wire and devise appropriate questions.
47. Pupils make satisfactory progress across both key stages. They develop skills in working with a variety of materials and in recording what they have done. They grow more confident in solving design problems and use their previous knowledge in unfamiliar contexts. The progress of pupils with special educational needs is similar to that of their peers and they benefit from positive support from teachers and support staff.

48. Pupils= attitudes to design and technology are good. They show curiosity and interest in their work and collaborate well when appropriate. They persevere in their efforts and are not put off when their first attempts are not successful. They respond well to questions and show pride in their work. Pupils are aware of safety issues and help with putting tools and materials away at the end of lessons.
49. The quality of teaching observed in the two lessons was satisfactory in one and good in the other. Lessons are clearly planned and appropriate guidance is given to pupils as necessary. Good use is made of talk and demonstration to stimulate pupils= thinking. Resources are well organised and enable pupils to make choices based on discussion with the teacher. Pupils are well managed and appropriate interventions are made to encourage pupils to explain their intentions and discuss the next step. Appropriate attention is given to key vocabulary and safety measures.
50. Planning is focused on revising the scheme of work and the co-ordinator is working hard to ensure that teachers= skills are updated through observation and guidance. The co-ordinator has only taken up this role since September and has identified a number of priorities which are being implemented. Resources for the subject are adequate and an activity room equipped with a kitchen is being developed. Monitoring by the co-ordinator is informal and mainly focused on planning.

Geography

51. It was only possible to see one geography lesson in Key Stage 2 during the period of the school inspection. Evidence gained from discussion with pupils and the scrutiny of work indicates that the pupils= knowledge and understanding in geography generally meets the expectations for the younger pupils and exceeds that expected of older pupils. This represents an improvement in standards at Key Stage 2 compared with the findings of the school=s last inspection.
52. By the age of seven, pupils express views on attractive and unattractive features of their own local environment. They know the difference between a village, a town and a city and show an awareness of places beyond their own locality. They have a satisfactory range of geographical terms and use appropriate vocabulary when describing how to follow directions. Pupils begin to learn map skills by drawing a plan of the classroom from a bird=s eye viewpoint. However, their understanding of how maps represent reality are generally under developed.
53. In Key Stage 2, pupils compare weather conditions around the world and make a line graph to note the differences in temperatures, during the summer months and the winter months. They locate some of the main rivers and features of the world, such as the River Ganges, the River Nile and the Aswan Dam on a map. They know that rivers have sources, mouths and tributaries and that rivers erode to produce landscape features such as valleys. By Year 6, the pupils understand and explain why settlements grow up in a particular location and interpret the data provided on urban and rural population from 1841 to 1901. They study the physical features of Brazil and show that they have gained a great deal of knowledge about the Yanomami Indians and their way of life. They present well reasoned arguments on why the rainforest should be saved from being destroyed. In their map work they use co-ordinates and six-grid references to locate features on a map in Year 6.
54. Indications from the scrutiny of work and discussions with pupils are that progress, including that made by pupils with special educational needs is satisfactory at Key Stage 1 and good at Key Stage 2. Work is organised so that pupils use geographical skills and knowledge to attempt more demanding tasks as they move through the school. Examples of this are the work carried out on the local area, where pupils develop human geography skills, before tackling a more challenging study of Brazil and life in the rainforest. Pupils at Key Stage 2, learn to use and interpret globes and maps on a variety of scales and to use symbols and keys. They develop the ability to extract and use

information from a number of resources, including, books, pictures and atlases.

55. Pupils respond well to their work in geography. Pupils observed in Key Stage 2, participated fully in all activities provided and demonstrate sustained interest. Behaviour is good and the pupils maintain their concentration well. They are keen to answer questions and show great interest in investigating different places and learning about how environments change.
56. Indications are that the quality of teaching in geography is satisfactory at Key Stage 1 and good at Key Stage 2. The subject is very often taught as an integrated topic along with history and science. Teachers demonstrate secure subject knowledge and provide appropriate opportunities for pupils to undertake geographical studies that are based on direct experiences. In Key Stage 2, teachers provide well planned opportunities for pupils to develop skills in using maps, observing, questioning, recording and communicating their ideas. Good use is made of atlases, globes and books to support pupils' learning and due attention is paid to developing pupils' understanding of appropriate geographical vocabulary. High expectations clearly support the pupils' attainment and their rate of progress.
57. The documentation for the subject is helpful and ensures the progressive development of skills the pupils need to investigate places and become aware that the world extends beyond their own locality. There are good links with other subjects such as science, history and mathematics and geography makes a good contribution to literacy and numeracy development. The co-ordinator who has overall responsibility for both geography and history, also has responsibility for the Nursery, and as yet has not had the opportunity to monitor lessons in the subject. There are not enough resources to fully support the teaching of geography. The curriculum however, is enhanced by opportunities for pupils to visit places of interest in the locality and in Year 6, pupils visit the Isle of Wight.

History

58. A lesson was observed at each key stage. Further evidence was gained from an examination of pupils' previous work and discussion with pupils and teachers. Standards of work are satisfactory in both key stages. The school has improved the quality of the history curriculum since the last inspection particularly in its treatment of historical enquiry.
59. During Key Stage 1 the topic focus on celebrations, shops and school, has given an early understanding of the sequencing of related events over time. Guy Fawkes and the gunpowder plot were illustrated in a display of concertina books and relevant information about the reasons for his actions noted. In a transport topic at Key Stage 1, vehicles through the ages illustrated change over time. For example, they examined pictures of coal and steam driven cars, then petrol, and lastly solar powered vehicles and reported on their possible advantages and disadvantages. Pupils are encouraged to comment on the pollution aspect of modern vehicles.
60. In Key Stage 2, where history is treated as a separate subject, there is evidence of some in-depth understanding. Pupils make good progress in researching and evaluating historical information. Pupils have a sound knowledge and increasing understanding of the periods being studied. For example, a lively lesson on Victorians involved dramatic representation of a factory owner, a poor child and a rich lady. Questions were asked to compare life now and then and pupils' answers demonstrated an awareness of the significant factors in their lives. Artefacts were in evidence in their study and the use of maps indicating local history. Research skills are being developed by the use of books and CD ROMs. Special educational needs children have full access to history and above average pupils are challenged to research the topic further as part of their homework.
61. The response by the pupils in lessons seen in both Key Stages was good and made a good

contribution to pupils progress in lessons. For example pupils committed involvement in the historical drama and their willingness to question each other developed their understanding and empathy of Victorian life.

62. The teaching observed was good. Teachers' knowledge is secure. In the Key Stage 2 lesson, the teacher used drama very well to bring the Victorian age to life. She was also using maps to bring evidence to the pupils of canal ways in local history and how the streets follow the canals, developing the children's understanding as young historians. Planning was good, focusing on historical objectives. Challenging questions are used to encourage enquiry skills. For example in the Key Stage 1 lesson, a big book, illustrating transport through the ages, was developed as a source to help the class find answers and search for similarities and differences in transport. The methods and strategies used in lessons enabled the children to become effective enquirers, for example in the area of the social effects of Victorian class society. The use of artefacts to introduce the Victorian theme was effectively.
63. The subject co-ordinator has been acting in this post for one year. She has written a policy and plans to refine schemes of work with the advice from the qualifications and curriculum authority. However, she has no time allocation to evaluate the effectiveness of the curriculum. Historical resources are kept methodically and the infant and junior libraries have history sections and attractive books.

Music

64. Four lessons were observed and it was possible to observe pupils performing, listening and appraising music. Standards are above those expected of pupils of similar ages. Pupils listen attentively to music in class lessons and as they enter and leave assemblies. Key Stage 1 pupils make good progress. They develop good listening skills and improve their ability to respond to the music=s mood; clapping and responding to the pitch of notes with their hands and moving sensitively to the music when required.
65. Progress is very good throughout Key Stage 2. Pupils refine and improve their performances. They worked in singing on ostinato, on tuned glockenspiel and untuned percussion accompaniment, on singing in unison and in parts. They listened for and counted cuckoo sounds in the Saint Saens=Carnival of the Animals and recognised the instruments being played. Pupils understand musical vocabulary and most follow music scores.
66. The pupils clearly enjoy their music lessons, percussion groups and singing. They co-operate well in class discussions on musical preferences and organise themselves very well when playing a range of instruments. The school choir, which is organised during lunchtimes, is very well supported by both boys and girls.
67. Teaching, by a visiting specialist, is very good and often excellent. Lessons are delivered with enthusiasm, skilled knowledge and understanding. Her expectations are high and children are made to focus on the sound in their head before singing a note. The pupils are very well organised and the lessons well balanced to provide effective use of the time and a good balance of musical experiences. The teacher takes care to ensure that all pupils are involved by skilful questioning.
68. The recently appointed music co-ordinator teaches the composition elements to all Key Stage 2 pupils and so maintains a view of the quality of teaching and standards in music. She works closely with the visiting music specialists. There is a comprehensive music policy and schemes of work ensure full coverage of the activities. In addition to the school organises, as extra curricular, a choir, which has been invited to sing at the Millennium concert at the Royal Albert Hall. At both key stages pupils perform musically for parents and friends and have achieved success in local music festivals.
69. Resources for music are of good quality and kept in the new purpose-built music room. Developments proposed include the acquisition of keyboards and tape recorders to further composition skills.

Physical education

70. A range of lessons were observed at both key stages which included swimming, gymnastics, games skills and dance. Standards in swimming are average and by the end of the key stage the majority of pupils swim at least 25 metres confidently.
71. Pupils gymnastics skills in Year 2 are in line with those expected of pupils of similar ages. All pupils move with confidence around the hall and on apparatus. They use a variety of body parts to show a controlled balance. Pupils produced a short sequence of well-defined movements both on the apparatus and the floor and half of the class continued the theme as they moved between apparatus. Progress in the lesson was very good. All pupils refined their sequence independently and with help. Many increased the quality time and the time they held their balance. The quality of linking movements improved following evaluations.

72. The standards observed in the Year 3 and 4 games= skills lesson were above those expected of pupils of a similar ages. Boys and girls made good progress in using space and developing striking skills. They improved their ability to receive a football or uni-hockey ball, and dribbled this with good control through cones and markers. Their balance and agility with a ball improved significantly as the lesson progressed. The football skills of older pupils are satisfactory with both boys and girls co-ordinating their running and striking of a football from different positions. The progress they made in their lessons was good. The techniques of striking and passing were taught well and there was plenty of opportunity to practise new skills. Pupils made good progress in their gymnastics lesson and use their imagination to refine and develop their jumps and balances.
73. The inspection of this school included a focused view of swimming which is reported below. Pupils achieve standards that meet the expectations of the programmes of study by the end of the Key Stage 2. By the end of last academic year the majority of pupils were confident in water and all but 3 pupils swam 25 metres. Two swimming lessons were observed. The progress and teaching of swimming is satisfactory. Nearly a half of the pupils begin the swimming programme lacking confidence in the water and unable to swim. Pupils make good progress in acquiring confidence on their front, back and under water. Progress in developing stamina and stroke technique is satisfactory. The opportunity to acquire and develop swimming skills is given to Year 6 pupils and is being extended to include pupils in Year 5 this year. The school has exclusive use of a nearby secondary school swimming pool which provides good facilities. A well qualified lifeguard, one qualified teacher, a teacher and support assistant provide a good level of support for pupils. Pupils have very positive attitudes and are eager to learn.
74. Pupils very positive attitudes and good behaviour during lessons make an important contribution to the progress they make overall. They work very well with their football coaches and listen carefully to all instructions. They are keen to improving personal skills and respond quickly to the challenges set. Pupils co-operate well together in teams or pairs. They have a mature approach to small sided games and will take the initiative to help each other out, as in the game of softball.
75. The quality of teaching is good overall. The regular use made of well qualified football coaches to support teaching is very good. Teachers subject knowledge is satisfactory in all areas. Teachers observe safe practices when setting out apparatus and at the swimming pool. Good attention is paid to the teaching of techniques. However not all teachers sufficiently evaluated pupils skills and techniques during the lessons. Teachers are very well organised and manage the lessons well. This allows pupils plenty of opportunity to practise and refine their skills. The planning of lessons is good and they are well balanced, providing pupils with a good range of physical activity. Competitive games are introduced sensitively and organised around small teams. There is a strong emphasis on collaboration and fair play. Teachers have high expectations of the standards individual pupils can achieve and give plenty of praise and encouragement.
76. The teaching of physical education makes a positive contribution to equal opportunities and to the moral and social development of pupils. No charges are made to help with transportation to the swimming pool and boys and girls take part equally in all games lessons. Pupils have the opportunity to work with adults other than their teachers, and have opportunity to take part in competitive sports with other schools.
77. The provision for physical education is satisfactory. The time spent on physical education is satisfactory and within the minima. A detailed scheme of work provides for all areas of activity and a balance of activity is provided for pupils in each year group. The present arrangement for swimming to provide for Year 6 ensures that statutory requirements are met and the school plans to extend this opportunity to Year 5. Adventurous activity is only undertaken in Year 6 and the school plans to rectify this with the use of a recently secured grant for improvements to the playground. A useful

assessment record is now in place in Key Stage 1 which provides a good record of progress in skills. A similar record for key stage is being prepared by the co-ordinator. The development of physical education is being well planned.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

78. The team consisted of 5 inspectors, including a lay inspector, who spent a total of 20 inspector days in school. The inspection considered the provision of section 11 support and also the newly opened nursery class. The inspection team:
- ? . spent 45 hours observing 74 lessons and 12 hours reviewing pupils= work;
 - ? . attended 10 registration sessions attended 3 assemblies and a range of extra-curricular activities had lunch with the pupils on several days;
 - ? . observed students' arrival at and departure from school;
 - ? . observed nearly all teachers at least once and most several times;
 - ? . had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors and other governors;
 - ? . reviewed all the available written work of a representative sample of three pupils= from each year group and discussed books and listened to these pupils read;
 - ? . held informal discussions with many pupils on personal and social development, geography, design technology and information technology ;
 - ? . analysed a large amount of documentation provided by the school both before and during the inspection, including:
 - ? .the school prospectus;
 - ? .school policies;
 - ? .the Governors' Annual Report to Parents;
 - ? .minutes of governors' meetings;
 - ? .financial statements;
 - ? .test and performance data
 - ? .the School Development Plan
 - ? .subject policies and planning;
 - ? .pupils= reports and records, including special educational needs records
 - ? . held a meeting attended by 37 parents and considered 53 responses from parents to a questionnaire asking about their views of the school.

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
YR - Y6	265	1	32	31
Nursery Unit/School	26	0	0	0

Teachers and classes

Qualified teachers (YR - Y6)

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

11
24 : 1

Education support staff (YR - Y6)

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

11
141.75

Qualified teachers (Nursery school, classes or unit)

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

1
26 : 1

Education support staff (Nursery school, classes or unit)

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

4
50.00

Average class size:

29

Financial data

Financial year:	1998/99
	'
Total Income	429754
Total Expenditure	461414
Expenditure per pupil	2156
Balance brought forward from previous year	13361
Balance carried forward to next year	(18492)

PARENTAL SURVEY

Number of questionnaires sent out:
 Number of questionnaires returned:

228
53

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	62.3	34.0	1.9	1.9	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60.4	34.0	5.7	0	0
The school handles complaints from parents well	35.8	35.8	24.5	3.8	0
The school gives me a clear understanding of what is taught	45.3	45.3	5.7	3.8	0
The school keeps me well informed about my child(ren)'s progress	54.7	39.6	5.7	0	0
The school enables my child(ren) to achieve a good standard of work	54.7	37.7	5.7	1.9	0
The school encourages children to get involved in more than just their daily lessons	39.6	45.3	15.1	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43.4	35.8	15.1	5.7	0
The school's values and attitudes have a positive effect on my child(ren)	62.3	32.1	5.7	0	0
The school achieves high standards of good behaviour	62.3	32.1	3.8	1.9	0
My child(ren) like(s) school	77.4	18.9	1.9	1.9	0