

# INSPECTION REPORT

## **MONKS ORCHARD PRIMARY SCHOOL**

Croydon

LEA area: Croydon

Unique reference number: 101730

Headteacher: Mrs. M. Haddad

Reporting inspector: Mr. M. Thompson  
25372

Dates of inspection: 31/01/00 – 01/02/00

Inspection number: 187592

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: The Glade  
Shirley  
Croydon

Postcode: CR0 7UF

Telephone number: 0181 654 2570

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Appropriate authority: The governing body

Name of chair of governors: Mrs J Smith

Date of previous inspection: March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Monks Orchard Primary School serves an area of mixed local authority, housing association and owner occupied property in the Borough of Croydon. There are 424 pupils on roll, between the ages of four and 11, and a further 52 children attend the school's nursery unit on a part time basis. Just over ten per cent of pupils are of Caribbean or Indian heritage. In addition, a small number of pupils are from homes in which English is not the first language spoken; almost all of these pupils are from the Tamil community. Almost 19 per cent of pupils are eligible for free school meals. This is about average. Just over ten per cent of pupils are identified as having special educational needs. This is below the national average. Four pupils have statements of special educational needs. The attainment of pupils on entry to the school varies from year to year; to a large extent this is due to the frequent changes made to the school's catchment area. Overall, the attainment of children entering the reception classes is below average.

### **HOW GOOD THE SCHOOL IS**

The school is very effective. Pupils are provided with a very good quality learning environment in which particular care is given to their support and guidance and to developing their self esteem and responsible attitudes to their work. Within this environment, pupils make increasingly better progress year by year, and this becomes even more rapid at Key Stage 2 as they develop in maturity and respond to good quality teaching. The headteacher, staff and governors work well together to achieve their aim of realising the potential of their pupils so that by the age of eleven, pupils achieve high standards in English, mathematics and science, many having progressed from a low starting point on entry to the school. The school achieves these improvements on an average income in comparison with schools in similar areas, and provides very good value for money.

#### **What the school does well**

- At the end of Key Stage 2, attainment is above national expectations in English and science and well above in mathematics.
- Pupils' attitudes to school are very good and they are very well behaved.
- The quality of relationships and pupils' personal development is very good throughout the school and is excellent in Year 6.
- The quality of teaching is good throughout Key Stage 2, and is particularly good in Year 6.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The school is very well led.

#### **What could be improved**

- The school's provision for information technology.
- The governors' response in ensuring that legal requirements are fully met for health and safety risk assessments and for their annual meeting with parents.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Overall, the school has made good progress since its last inspection in March 1996. The key issues identified as a result of the inspection have all been successfully addressed with the exception of its provision for information technology. Standards of achievement in design and technology have been raised. In the nursery, children are provided with a wide range of appropriate, stimulating and interesting activities in line with the nationally recommended areas of learning for children of this age. The requirement for pupils at Key Stage 2 to take part in outdoor and adventurous pursuits has been addressed through activities such as the annual Year 6 residential visit. The school now fully complies with its legal obligations in the maintenance of attendance registers and in reporting absence rates to parents. Its attendance monitoring procedures are now very good. In addition to its response to the previous inspection, the school has made very good progress in developing pupils' basic skills through its effective implementation of the nationally recommended strategies for teaching numeracy and literacy. Good improvements have been made in the way in which standards are monitored, particularly in English and mathematics. There has been good progress in the setting of individual targets for improvement for all pupils. The way in which pupils are involved in their own target setting is particularly good towards the end of Key Stage 2.

Although some improvements have been made in provision for information technology, including the development of pupils' skills in word processing and data handling, the school has not kept up with the rapid pace of change in this subject. The school now lacks enough good quality hardware and software and some elements of the subject are not regularly or systematically taught. Pupils' attainment is therefore not as high as it should be.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	B	A	A	A
Mathematics	A	A	B	B
Science	A*	B	A	A

Key	
very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E
very low	E*

When they enter the school pupils' attainment is below average, particularly in literacy, numeracy and personal development. Attainment remains below average throughout Key Stage 1. The impact of the school's very good provision for pupils' personal development becomes more evident as pupils move into Key Stage 2 and skills of independent learning together with pupils' increased maturity and good teaching contribute significantly to the very rapid progress made between Years 4 and 6. Inspection findings show that in the current Year 6 classes, the proportion of pupils in line to achieve or exceed the national target of level 4 in English and science is above average. In mathematics the proportion is well above average, with a significant number of pupils likely to achieve the higher level 5. These findings broadly confirm results of the National Curriculum tests at the end of Key Stage 2. In the 1999 tests, standards were well above average in English and science and above average in mathematics both in comparison with all schools nationally and in comparison with schools with a similar proportion of pupils eligible for free school meals. When results over the past three years are compared, performance is consistently above the national average and the rate of year on year improvement is broadly in line with national trends. Published targets for pupils' performance in previous years have proved to be too cautious and are likely to be exceeded this year. To some extent, long term predictions of pupils' likely attainment are complicated by the year on year fluctuations in attainment on entry, due to the frequent changes made to the school's catchment area. Teachers' assessments of their pupils at the end of Key Stage 2 are generally lower than the results achieved in the National Curriculum tests; this is due to the fact that assessments of likely attainment are made very early and are used to identify pupils for additional support. The effectiveness of this support is evident in the differences between teacher assessments and test results.

In information technology, the standards currently being achieved by Year 6 pupils in word processing and data handling are satisfactory, and pupils use their skills in these areas to good effect in their work in other subjects. However, skills in the use of graphics software and in control technology are below what is expected nationally of pupils at the age of eleven. To some extent this is because problems caused by old and unreliable hardware have resulted in pupils being unable to systematically develop their skills, knowledge and understanding in all aspects of the subject year by year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn. They work hard and concentrate well.
Behaviour, in and out of classrooms	Very good. Pupils respect one another and adults.
Personal development and relationships	Very good. Pupils relate well to one another and to adults. This is a particularly strong feature towards the end of Key Stage 2.
Attendance	Satisfactory. Pupils enjoy coming to school.

Throughout the school pupils' attitudes to learning are very good. They listen carefully to their teachers, cooperate well with each other and share resources. Standards of presentation of work are generally good. Pupils are polite, friendly and courteous. Relationships in the school are very good. Pupils work and play together well. The mutual respect shown by staff and pupils contributes significantly to the school's caring environment. Attendance rates are satisfactory, but are below the national average. Family holidays taken during school terms account for the majority of absences.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching has improved since the last inspection. The teaching of children under five in the nursery and reception classes is never less than satisfactory. Teachers plan their lessons well, have high expectations of pupils' work and behaviour and effectively teach the basic skills of literacy and numeracy. At Key Stage 1, four of the six lessons observed were satisfactory, one was good and one was unsatisfactory. At this key stage, all aspects of teaching are satisfactory overall, including the teaching of basic skills, but lesson planning is often too brief. The effect of this is that sometimes lessons lack pace and clear direction. At Key Stage 2, all teaching observed was good or better. Four of the eleven lessons observed were very good and one was excellent. Particular strengths of teaching at this key stage are in the quality of lesson planning, the teachers' very high expectations of their pupils and their very good classroom management techniques. Skills in numeracy and literacy are well taught. The very best teaching at this key stage is to be found in the Year 6 classes. The needs of all pupils are generally well met in all classes. Good provision is made for pupils with special educational needs and higher attaining pupils are suitably challenged. The quality of challenges presented is best at the end of Key Stage 2, where teachers make effective use of their pupils' increased maturity and responsible attitudes to learning.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a good, broad, balanced and relevant curriculum in all subjects except some aspects of information technology.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress overall. Progress for these pupils is very good at Key Stage 2.
Provision for pupils with English as an additional language	Pupils with English as an additional language are very well integrated into the school and are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Through the way in which it implements its aims, the school is very successful in enabling its pupils to reflect on their own beliefs, values and feelings and those of others. A strong moral code underpins the school's work and very good opportunities are provided for pupils to develop socially. Provision for pupils' cultural development is also very good.
How well the school cares for its pupils	The school provides a very caring environment in which its pupils flourish.

Curriculum planning is detailed and is of good quality. It is regularly reviewed and adjusted as necessary. A good balance between subjects has been achieved and good links are made between many subjects so that skills learned in literacy and numeracy can be developed further in other lessons. However, some elements of the National Curriculum programmes of study for information technology are not currently included in this curriculum framework in all year groups and are not being taught. For this reason, the information technology curriculum does not meet statutory requirements. The very cramped classroom accommodation for children under five in the reception classes limits the range of activities that can be provided. Pupils' academic and personal progress is carefully monitored and all staff provide good quality care for pupils. The carefully targeted support given to individual pupils has proved to be effective in raising standards overall, particularly at the end of Key Stage 2.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear direction for the school. She is well supported by her very able deputy and by all staff. Good quality monitoring of literacy and numeracy is carried out by subject coordinators.
How well the governors fulfil their responsibilities	Governors are very supportive of the school, but do not ensure that all legal requirements are fully met.
The school's evaluation of its performance	The school is good at reflecting critically on its work and shows a commitment to continuous improvement.
The strategic use of resources	Teaching and learning resources are well used, with the exception of computers. Good use is made of the very cramped classroom accommodation.

The school is very well led by the headteacher. A particular feature of the school's leadership is the very careful consideration given to issues before any action is taken. Some minor improvements need to be made to the school development plan, and the role of some coordinators in monitoring their subjects is underdeveloped. Although supportive of the school in many ways, the governors are not meeting their legal obligations in holding an annual meeting with parents and in ensuring that health and safety risk assessments are systematically carried out and the results thoroughly recorded. Good use is made of all sources of funding and the effects of spending decisions are carefully monitored and evaluated.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children enjoy coming to school</li><li>• The progress that their children make</li><li>• Standards of behaviour</li><li>• The quality of teaching</li><li>• The school's high expectations of pupils</li><li>• The way in which the school is led</li><li>• Teachers are approachable</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lesson times</li><li>• The quantity of homework provided</li><li>• The quality of information provided</li></ul>

Inspectors' judgements support parents' positive views. In particular, the school is effective in providing a very good quality learning environment in which all pupils are valued as individuals.

Although less than a fifth of the pre-inspection questionnaires were returned, a large number of those who responded felt that the school does not provide an interesting range of activities outside lessons. Inspectors agree with this view. Whilst the range of extra curricular activities is not as wide as it might be, the number of activities available is average. The decision to limit the range of activities was carefully considered by the school in view of the considerable amount of professional development commitments undertaken by teachers. However, inspection evidence does not support the views of those parents wishing to see improvements in the quantity of homework set and in the quality of information provided. The amount and range of homework set is broadly typical of most schools, the school works hard to keep parents well informed and the quality of written reports is satisfactory.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **At the end of Key Stage 2, attainment is above national expectations in English and science and well above in mathematics.**

- 1 The pupils achieve high standards in English and science and above average standards in mathematics in their National Curriculum tests at the age of eleven.
- 2 Standards achieved in tests were broadly confirmed by inspectors' judgements, which show that skills in all elements of English, mathematics and science are systematically developed as pupils progress through the school. Teachers make good use of previous learning as a basis for the teaching of new skills and good opportunities are provided for pupils to use their skills in numeracy and literacy in other subjects of the curriculum. Standards in mathematics are higher overall in Year 6 than in previous years; this is because a greater proportion of pupils are currently on course to achieve the higher level 5 in the National Curriculum tests at the end of the academic year. This improvement reflects the school's clear focus on developing numeracy skills and the good quality support provided by the subject coordinator.
- 3 Skills in speaking and listening are carefully developed from an early age. Great emphasis is placed on the development of children's language as 'under fives', and nursery staff are skilled in encouraging children to talk about what they are doing. Activities such as 'Circle Time' in reception help to develop children's skills in listening. Skills continue to develop satisfactorily at Key Stage 1 and by the age of seven, pupils listen well and follow simple instructions accurately. However, responses to questions are usually brief and are sometimes grammatically incorrect, reflecting the low base from which many pupils start school. Significant improvements are made at Key Stage 2 as pupils grow in confidence in response to the school's very good provision for their personal and social development. By the time they are in Year 6, pupils speak clearly and fluently and use a good range of vocabulary to express their views.
- 4 Early reading skills are carefully developed in the nursery through activities such as involving children in simple performances of favourite stories using glove puppets. An enjoyment of stories is encouraged throughout the school and good use is made of children's literature in many subjects. By the time they are seven, most pupils know how to tackle unfamiliar words and take turns to read short passages from 'Big Books', which are shared by the class in many literacy lessons. Higher level skills develop quickly at Key Stage 2. Pupils in Year 5 are well guided by their teachers in developing the ability to draw inference from text and to skim and scan passages for information when teachers challenge them to provide reasons for their answers to questions. Pupils in Year 6 understand the book classification system and confidently locate information in books by using the contents, index and glossary. The work of different authors is systematically studied. In one of the Year 6 classes, pupils drew good comparisons between story telling techniques used by Jacqueline Wilson and those used by Aidan Chambers in 'The Present Takers'.
- 5 Children in the under fives are encouraged to think of themselves as writers through good use of 'emergent writing' techniques in which they communicate their thoughts and ideas by making marks on paper. The full potential of this teaching method in assessing children's understanding of writing conventions such as spacing between words and in assessing their developing knowledge of initial letter sounds is not fully exploited, nor does the way in which writing is taught at Key Stage 1 build on these foundations. Handwriting skills are frequently practised and systematically developed throughout both key stages so that by the age of eleven, most pupils produce fluent, cursive script with letters well formed and of a consistent size. Writing skills develop slowly at Key Stage 1, but the quality and range of writing rapidly develops at Key Stage 2, particularly from Year 4 upwards. Good opportunities are provided for pupils to develop their writing skills in other subjects. For example, the study of history enables pupils in Year 4 to write accounts of the Roman invasion of Britain in the style of newspaper reports and to develop skills in expressing different viewpoints as they put themselves in the place of Boudicca. Teachers' high expectations are evident in the quality and range of work produced by pupils in Year 6. Note taking skills are used well and pupils effectively draft and redraft their work.
- 6 Skills in numeracy are well developed and teachers provide good opportunities for pupils to practise their skills in a variety of relevant situations. Good use is made of mental arithmetic sessions at the start of lessons to reinforce learning and pupils are encouraged to use their emerging knowledge of the

patterns created by numbers. For example, in a Year 3 lesson, pupils were able to use their knowledge of the pattern created by the five times table as they counted on and back in fives from different starting points. The important skill of estimation, which underpins all work in mathematics, is developed from an early age so that by the time pupils are in Year 4 they are able to round numbers up or down to give them a good idea of the likely answer to a problem. For example, when adding £4.15 and £2.75 they realise that the answer is likely to be in the region of £7. Work is well integrated so that skills in numeracy support learning in other subjects. For instance, Year 6 pupils used precision in plotting line graphs and in interpreting data to good effect when recording their findings from a science experiment on the effects of exercise on pulse rate.

- 7 Skills in scientific enquiry are well developed from good foundations laid in the nursery, where, for example, children use hand magnifiers to observe 'minibeasts' and discuss the best environment for their 'finds'. Simple concepts of the effects of forces are developed in Year 1 when pupils plan how to use simple hinges, levers and sliding mechanisms as part of a design and technology lesson to produce a moving picture. By the time pupils are in Year 6 they are knowledgeable and experienced across the breadth of the curriculum. They are secure in their understanding of the principles of fair testing and achieve good standards in a range of topics from electrical circuits and the practical applications of conductors and insulators to the study of food chains.
- 8 At the end of Key Stage 2, high standards in reading, writing and speaking together with the very good working environment created and pupils' very responsible attitudes to their work contribute significantly to pupils' learning across the curriculum.

### **Pupils' attitudes to school are very good and they are very well behaved.**

- 9 Overall, pupils' attitudes to learning are very good and improve as they move through the school. Attitudes in the under fives and at Key Stage 1 are often good and, as pupils increasingly respond to the school's high quality provision for their personal development, their attitudes improve further at Key Stage 2 and are sometimes excellent in Years 5 and 6. Pupils enjoy coming to school and being at school; they are highly motivated and are keen to learn. Many teachers are skilled in providing a good range of interesting activities and in sustaining a good pace to their lessons through questioning and well timed help, and as a result pupils listen carefully, set about their work quickly and sustain very good levels of concentration. Towards the end of Key Stage 2 in particular, teachers' very high expectations of their pupils are reflected in the good standards of presentation of work. Pupils are proud of their efforts and are eager to share their work with adults.
- 10 Pupils' behaviour is generally of a high standard. They move around the school sensibly and show consideration towards others. When entering and leaving the school hall at the beginning and end of assemblies, pupils are quiet. They work and play well together, even when not directly under adult supervision.

### **The quality of relationships and pupils' personal development is very good throughout the school and is excellent in Year 6.**

- 11 Relationships in the school are very good. Pupils relate very well to each other and to all adults in the school. They are friendly, polite and well mannered, and many enthusiastically initiated conversations with the inspection team. The results of these positive relationships are evident in lessons, where pupils cooperate well in paired and group work, share tasks equally, and organise their work without fuss.
- 12 Pupils' personal development is very good. The school is particularly successful in developing pupils' self esteem, confidence and the ability to plan and organise their work so that by the end of Key Stage 2 pupils work with a minimum of fuss or supervision. The very mature, responsible attitudes of pupils in Years 5 and 6, in particular, contribute significantly to the academic standards achieved. For example, in a Year 6 science lesson the mutually respectful, adult dialogue between the teacher and pupils, together with the pupils' confidence in setting their own work targets, contributed to the high quality learning environment and to the very good progress made.

## **The quality of teaching is good throughout Key Stage 2, and is particularly good in Year 6.**

- 13 At this key stage, all lessons observed were good or better, almost half were very good and one lesson was excellent.
- 14 Throughout the key stage the quality of lesson planning is very good. Teachers clearly identify their learning objectives and, in most classes, share them with pupils at the start of lessons so that the purpose of the work is made very clear. During the important plenary session at the end of lessons, when learning is reviewed and reinforced, teachers often make good links to the learning objectives set out at the start of the lesson. In the best lessons, pupils are given the opportunity to reflect and to evaluate their own progress in achieving the objectives.
- 15 Resources are well prepared and thoughtfully used. In some lessons, the good use of information technology helps pupils to practise their skills in numeracy and literacy in other subjects. For example, during a Year 6 science lesson, the use of an overhead projector enabled pupils to see how line graphs are plotted more easily than if the skill had been demonstrated on a board. In the same lesson, a data handling program on the computer made it easy for pupils to collate information about their different pulse rates.
- 16 Lessons contain a good balance between direct teaching, activity by the pupils and time to review what has been learned. Teachers are skilled in questioning their pupils to assess what they know and the level of their understanding. Good subject knowledge combined with good assessment enables teachers to rephrase questions, or to approach the way in which a particular skill is taught from a different perspective, in response to the needs of the individual. For example, in a Year 5 English lesson pupils were studying three different versions of the story of 'Red Riding Hood'. The teacher skilfully used his knowledge of the range of pupils' vocabulary to provide achievable challenges for all when selecting text from the 1729 Perrault version of the story to compare it with the 1812 version by the Grimm Brothers and a modern passage. The result was that all pupils made good gains in developing skills in analysing text and responded very well to the teacher's high expectations.
- 17 In all lessons at Key Stage 2 pupils are well managed. The very good working atmosphere created through high expectations of behaviour, mutual respect between teachers and pupils and clear classroom routines enables all pupils to concentrate on their work and to make good progress. The quality of working relationships is a significant factor in the very good progress made by pupils towards the end of the key stage.
- 18 Where teaching is of the highest quality, very clear links are made between the teacher's previous assessments of pupils and the challenges planned. Activities are carefully based on pupils' own experiences and are skilfully matched to pupils' different abilities in such a way that all are able to contribute fully to the plenary session. The level of challenge for all pupils is gradually increased during the course of the lesson as different 'layers' are added to the work, and the teacher succeeds in ensuring that each individual contributes during the course of the session. Teaching of this quality was observed in a mathematics lesson on Year 6 in which all pupils successfully used their knowledge of fractions and percentages to work out the best buys from a range of sales bargains. Through very good questioning and well timed interventions, learning was developed at a crisp pace. At the end of the lesson all pupils reviewed their work to see if the learning objectives had been achieved.

## **Provision for pupils' spiritual, moral, social and cultural development is very good.**

- 19 The school has maintained the standards of provision for pupils' spiritual, moral, social and cultural education detailed in its previous inspection report.
- 20 Pupils' spiritual development is very well catered for through well planned acts of collective worship and through many opportunities provided within the curriculum for pupils to reflect on important issues. In a Key Stage 2 assembly on the theme of 'Words', pupils reflected on the effect that words can have, and particularly the damage that can be done when harsh words are used. To illustrate the point, a tube of toothpaste was effectively used to show pupils that it is easy to squeeze the paste out of the tube, but almost impossible to get it back. Throughout the school, careful attention is paid to providing a stimulating environment within which pupils' achievements are celebrated through very good quality displays of their work. In class, pupils are often encouraged to reflect on their progress during plenary sessions at the end of lessons or through setting their own targets for improvement. Teachers are skilled at developing moments of awe and wonder in learning whenever they occur; for example, in the

nursery, the teacher made good use of a moment of discovery when the movements of worms and a woodlouse amazed a group of children. She quickly ensured that hand magnifiers enriched their experience.

- 21 The school is very successful in developing pupils' moral and social awareness, and this is greatly appreciated by parents. A strong moral code underpins all the school's work. Pupils are very well aware of what is expected of them and respond accordingly. For instance, a Year 3 pupil who found a pen during playtime knew the importance of honesty and handed it to a teacher at the beginning of the following lesson. Activities such as 'Circle Time' help to reinforce moral values and develop pupils' social skills as they discuss issues such as bullying or the importance of consideration for others. Positive attitudes and good behaviour are encouraged and rewarded through merit points and certificates. Good opportunities are provided for pupils to develop a sense of responsibility. Year 5 pupils have 'buddies' in the reception classes and regularly help them with activities such as art or reading. By the time pupils are in Year 6 they respond very well to the school's high expectations and display a high degree of maturity. Individual target setting is well developed in all classes, and in one of the two Year 6 classes this is particularly good where pupils discuss targets for their own personal development at weekly meetings. A school shop is organised by a small group of Year 6 pupils. They decide on the goods to be sold, purchase stock and reconcile accounts. Activities such as the school's participation in the 'Croydon Young Citizens Competition' enable all Year 6 pupils to learn about safety both at home and school.
- 22 Pupils develop a very good awareness of their own cultural traditions and those of other cultures through their work in all subjects and especially art, geography, history, music and religious education. Work in classes is enhanced through visits to museums, places of historical interest and musical performances. Influences from other cultures are well integrated into classwork. For example, patterns from Hindu and Muslim traditions form a part of work in art and mathematics, while stories from China are used as a stimulus for work in English.

### **The school is very well led.**

- 23 The school is very well led and managed by the headteacher. She regularly monitors the quality of teaching and learning in the classrooms, knows her pupils well and has a very clear view of the future development of the school. She provides thoughtful leadership, ensuring that the school's clearly stated aims are fully reflected in its work. Teachers are committed to improving pupils' attainment and are good at critically analysing the effects of their teaching. There are very good relationships within the school and a strong sense of teamwork among all staff. The work of the staff is clearly guided by shared values.
- 24 The clear commitment to improvement is evident in the way in which curriculum developments are managed and in the very good way in which additional, specific support for pupils is carefully targeted. The very good action plans for English and mathematics and the way in which they are being implemented have resulted in significant improvements within a short period of time. The current focus on mathematics is resulting in better classroom practice and good teaching of basic skills. All subject coordinators produce detailed three year action plans for their subjects and regularly review progress made in achieving their objectives. These action plans are underpinned by detailed termly plans for each subject and form the basis of the school development plan when combined with more general outline detail of action required in areas such as the development of parental involvement and premises issues. These latter areas lack the precision of the subject targets in terms of the personnel responsible, detailed costings and clear success criteria. No clear links are made between the school development plan and that of the local authority.
- 25 The monitoring of the quality of teaching and learning by subject coordinators is being approached systematically, and reflects the priority placed on recent national initiatives in literacy and numeracy. Monitoring of other subjects is less frequent, but is effective in enabling coordinators to form clear ideas as to the main strengths and weaknesses of their subjects. However, coordinators do not use monitoring systems such as the regular scrutiny of pupils' work to give them a clear view as to the step by step development of pupils' skills, knowledge and understanding.
- 26 A new governing body is in place. The procedures of the governing body enable governors to monitor the work of the school effectively through visits to classes, work with pupils and regular scrutiny of documents and discussion of reports presented to them. Governors are appropriately involved in the development planning process, thoroughly analysing the proposals presented to them by the

headteacher and bringing their perception of priorities into the discussions. The effects of spending decisions, such as the provision of additional non teaching support for classes, are carefully evaluated. Overall, the governors successfully fulfil their role as 'critical friend' to the school.

## **WHAT COULD BE IMPROVED**

### **The school's provision for information technology.**

- 27 Some improvements have been made in this subject since the last inspection, but overall, the school has not developed the quality of its equipment or the curriculum enough.
- 28 Some good examples of word processing were observed during the course of the inspection. By the time they are in Year 6 most pupils competently manipulate text on screen, change fonts, size and spacing and merge text and graphics. Good use is made of spreadsheet software; pupils confidently use it to analyse data and to produce information as line graphs or bar charts. However, outside these two elements of the information technology curriculum, pupils have limited experience. At both key stages pupils rarely use graphics software and have few skills in control technology. At Key Stage 2 they have little if any experience of the use of information technology equipment to monitor and record external events, to systematically explore the effect of changing variables in simulation packages or to predict the outcomes of different decisions.
- 29 The curriculum for information technology is underdeveloped and the subject is not fully integrated into planning in other subjects. The coordinator has devised a useful mapping of the way in which pupils' information technology skills can be progressively developed, but this has not yet been put into practice. Skills in the subject are not systematically taught throughout the school, nor is information technology used effectively in all classes to support learning. During the course of inspection, computers were rarely used and in some classes they were not switched on.
- 30 Provision in information technology does not meet the statutory requirements of the National Curriculum.

### **The governors' response in ensuring that legal requirements are fully met for health and safety risk assessments and for their annual meeting with parents.**

- 31 The school provides a safe, caring environment for its pupils. Whenever hazards are identified, prompt action is taken to rectify them. For example, as soon as a broken drainpipe was noticed, one of the classroom support assistants made sure that pupils were kept away from it and the caretaker was quickly notified. Regular informal monitoring is carried out. However, a more systematic, formal approach to health and safety audits needs to be devised to ensure that legal requirements are fully met.
- 32 The governors' annual report to parents is of good quality. It is clearly set out, is easy to read and provides all of the information required. However, for the past few years the governors have not given parents the opportunity to discuss the report's contents at an annual meeting and therefore do not fulfil their legal obligation.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school should now:

- (1) ensure that statutory requirements for information technology are fully met by:
  - a) developing provision for the use of graphics software and for control technology;
  - b) continuing to develop teachers' skills in a systematic way;
  - c) integrating the use of information technology into planning in other subjects.
- (2) ensure that legal requirements are fully met by:
  - a) systematically carrying out and recording the results of health and safety risk assessments;
  - b) holding a governors' annual meeting with parents.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	26	37	26	5	0	0

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

Percentages have been rounded to the nearest whole number

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	424
Number of full-time pupils eligible for free school meals	0	80

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.0	School data	1.0
National comparative data	5.7	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	33	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	26
	Girls	24	24	24
	Total	44	44	50
Percentage of pupils at NC level 2 or above	School	72 (83)	72 (83)	82 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	25	24
	Girls	22	23	26
	Total	42	48	50
Percentage of pupils at NC level 2 or above	School	70 (83)	79 (79)	82 (86)
	National	82 (81)	86 (85)	87 (86)

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	34	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	23
	Girls	30	26	31
	Total	50	49	54
Percentage of pupils at NC level 4 or above	School	85 (84)	83 (80)	92 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	21
	Girls	24	22	23
	Total	44	43	44
Percentage of pupils at NC level 4 or above	School	75 (65)	73 (73)	76 (74)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	2
Black – other	2
Indian	20
Pakistani	3
Bangladeshi	3
Chinese	3
White	366
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	24.7
Average class size	30.3

#### **Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	191

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52

Total number of education support staff	3
Total aggregate hours worked per week	30

Number of pupils per FTE adult	26
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*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1998-1999
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	£
Total income	800,350
Total expenditure	801,931
Expenditure per pupil	1770
Balance brought forward from previous year	37,841
Balance carried forward to next year	36,260

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	450
Number of questionnaires returned	82

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	0	0
My child is making good progress in school.	51	45	2	1	0
Behaviour in the school is good.	41	55	4	0	0
My child gets the right amount of work to do at home.	21	59	10	6	5
The teaching is good.	56	40	1	0	2
I am kept well informed about how my child is getting on.	34	52	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	67	28	4	0	1
The school expects my child to work hard and achieve his or her best.	57	38	1	1	2
The school works closely with parents.	29	54	10	1	6
The school is well led and managed.	59	39	0	0	2
The school is helping my child become mature and responsible.	41	50	4	0	5
The school provides an interesting range of activities outside lessons.	11	32	30	13	13

### **Percentages are rounded to the nearest whole number**

Just over 18 per cent of parents or carers returned their questionnaires. Only seven parents attended the pre-inspection meeting with the registered inspector.