

# INSPECTION REPORT

## **AURIOL JUNIOR SCHOOL**

Stoneleigh, Epsom

LEA area: Surrey

Unique reference number: 124958

Headteacher: Gail Larkin

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> July 2002

Inspection number: 193030

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior School

School category: Community

Age range of pupils: 7 – 11 years

Gender of pupils: Mixed

School address: Vale Road  
Stoneleigh  
Epsom  
Surrey

Postcode: KT19 0PJ

Telephone number: 020 8393 4721

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs June Woodward

Date of previous inspection: February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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19639	Gill Anderson	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21171	Sally Handford	Team inspector	Science History Geography Equal opportunities	
10270	Sandra Teacher	Team inspector	Information and communication technology Music Religious education	
22990	Chris Furniss	Team inspector	Design and technology Art and design	How good are the curricular and other opportunities offered to pupils?
4486	Michael Weller	Team inspector	English Special educational needs English as an additional language	How well does the school care for its pupils?
27219	Gwyneth Evans	Team inspector	Mathematics Physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

Auriol Junior School is situated in the residential area of Stoneleigh in the borough of Epsom and Ewell, and most pupils come from the immediate locality. The school is a centre for pupils with hearing impairment who are fully included in mainstream classes, and these pupils come from a wider area. Pupils' attainment on entry to the school is broadly average. At the time of the inspection, there were 428 pupils on roll, which is larger than most other primary schools. There are 109 pupils with special educational needs (26 per cent), which is above the national average, of whom 37 pupils (nine per cent) are on stages three to five of the school's register of special educational needs. Twelve pupils (three per cent) have a statement of special educational needs, which is above the national average. This is because the school is a local education authority resourced school for hearing impairment. There are 12 places for hearing impaired pupils, nine of which are currently taken. Up to last year the hearing impaired pupils were previously in a separate unit. In the last year the school has worked hard to include them in all mainstream lessons. There are 36 pupils for whom English is an additional language. The majority of these are Korean and have no English when they arrive. At present there are 10 at the early stages of language acquisition, all of whom speak Korean as their home language.

Pupils' special educational needs range from moderate to profound multiple learning difficulties, specific learning difficulties to emotional and behavioural difficulties and hearing impairment. There are about the same number of boys and girls at the school. About 12 per cent of pupils are from other than white ethnic heritages, and seven per cent of pupils speak English as an additional language, which is higher than that found nationally. The percentage of pupils known to be eligible for free school meals is five per cent, which is below the national average. The percentage of pupils joining or leaving the school other than the usual time, at nine per cent, is higher than average. Since the last inspection, an acting headteacher was appointed in January 2000, and was appointed as headteacher in September 2000.

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

The overall effectiveness of the school is good. Pupils attain appropriate standards and achieve well by the time they leave the school, especially in English, mathematics and science, because of sound and often better teaching. Pupils behave very well and they are very interested in their work. The staff work hard to ensure that all pupils do the best they can, and pupils with special educational needs, including those with hearing impairing impairment and those for whom English is an additional language, achieve well. The headteacher, governors and all staff work well together to improve standards. The school provides good value for money.

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

- Standards of pupils' achievements in English, mathematics and science by the age of eleven are good as a result of sound and often better teaching, particularly for older pupils.
- The leadership and management of the headteacher are good and very well supported by governors, and together they successfully promote improvement in standards.
- The provision for pupils' moral and social development is very good and this effectively encourages pupils' very good attitudes and personal development across the school.
- The curriculum is enriched by excellent provision for extra-curricular activities, and these are well supported by pupils, staff and parents.
- There is good provision for pupils with special educational needs, including those with hearing impairment, and those for whom English is an additional language, and so these pupils make good progress.

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

- Consistency in the quality of teaching across the school.
- Standards in information and communication technology and its use across the curriculum.
- The quality and consistency of assessment in subjects other than in English, mathematics and science, where they are good.
- The efficient use of time for effective learning.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school entered a period of turbulence immediately following the last inspection in 1997, which led to a decline in standards. However, since that time and with the appointment of a new headteacher in January 2000, the school has made good improvement overall. Teaching is better and school development planning is now well established, involves all staff and governors, and clearly identifies school priorities. There is now an effective senior management team with clearly defined responsibilities, which is effectively leading the drive to improving standards, and is very well supported by governors. The school has established an effective programme for the performance management of all staff, which is clearly linked to school priorities. Standards in design and technology, which were a weakness identified in the last inspection, have improved. Since the last inspection the school has been successful in achieving the Investors in People Award and the DfES Raising Standards in Achievement Award.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	B	C
Mathematics	C	B	B	C
Science	A	B	B	C

**Key**

well above average above    A  
 average                            B  
 average                            C  
 below average                    D  
 well below average              E

In the National Curriculum tests in 2001 for eleven year olds, pupils' performance was above the national average in English, mathematics and science. There were above average numbers of pupils achieving the higher level (level 5) in science. When compared with similar schools, standards were in line with the average in English, mathematics and science. Although girls outperformed boys in the 2001 tests, there were more boys than girls with special educational needs. There was no evidence of significant differences in the performance of girls and boys during the inspection. Trends over time indicate that at the age of eleven since 1998 standards have consistently risen in English, mathematics and science and are above the national average. Pupils achieve satisfactorily overall, with particular strengths being seen in the achievement of older pupils, where the quality of teaching is consistently stronger.

Standards achieved by pupils currently in Year 6 are above national expectations in English, mathematics and science. They are in line with national expectations in information and communication technology (ICT), religious education, art and design, design and technology, geography, history, music and physical education. However, ICT is insufficiently developed in other subjects. Pupils with special educational needs make good progress. Pupils with hearing impairment achieve at least as well as other pupils, and often better. Pupils with English as an additional language and those from minority ethnic backgrounds are well supported and make good progress. Appropriate targets are set for year groups and individual pupils, and the school is progressing well towards achieving its targets. There are no marked differences in the performance of boys and girls. Gifted and talented pupils, although identified, are not always effectively challenged.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils display genuine enthusiasm when coming to school, where they show interest and involvement in activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and meet the school's high expectations of behaviour.
Personal development and relationships	Very good relationships throughout the school. Pupils are given very good opportunities to take responsibility. They care for each other well.
Attendance	Satisfactory. Attendance is broadly average. This is partly because of the number of holidays taken in term time.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

*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.*

Overall, the quality of teaching and learning is satisfactory and has improved since the last inspection. The quality of teaching is good in mathematics and science. It is satisfactory in English, ICT, religious education, art and design, design and technology, geography and physical education. The quality of teaching is consistently good or better for pupils in Year 6. There was insufficient evidence to make an overall judgement about the quality of teaching in history and music. There were no unsatisfactory lessons observed. A particularly strong feature of most lessons is the way in which teachers explain what pupils are going to learn at the beginning of lessons and reinforce this effectively throughout the lesson. Effective behaviour management is a consistent feature across the school and, in the best lessons, is the main reason why learning is effective. Where teaching is less effective, time is not used efficiently, as was seen during a number of literacy lessons. ICT is insufficiently used across the curriculum to reinforce pupils' learning. The consistently good or better quality of teaching, particularly in Year 6, makes a significant impact upon pupils' learning. Pupils with special educational needs and those for whom English is an additional language make good progress when given additional support in smaller groups. Higher attaining pupils are challenged appropriately in most lessons, and the setting arrangements for mathematics are successful in ensuring that the individual needs of most pupils are met. All teachers show a good understanding of the National Numeracy Strategy; the quality of teaching during literacy lessons, although satisfactory, is more variable. Teachers' subject knowledge in ICT is inconsistent across the school and this sometimes hinders pupils' learning. The school is well aware of these deficiencies and has identified the need to improve provision and use for ICT in its development plan. The use of homework is appropriate throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and meets statutory requirements. There is good provision for pupils' personal, social and health education.
Provision for pupils with special educational needs	Good. Pupils' special needs are identified effectively. Pupils have clear targets and their work is well matched to their needs.
Provision for pupils with English as an additional language	Good, leading to good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. Provision for pupils' moral and social development is very good.
How well the school cares for its pupils	Satisfactory overall. Procedures for promoting and monitoring good behaviour and pupils' personal development are very good.

The curriculum is enriched by excellent extra-curricular activities, which are well supported by pupils, staff, parents and members of the community. However, ICT is insufficiently used in other subjects to extend pupils' learning. Procedures for assessing pupils' attainment and progress are good in English, mathematics and science but insufficiently developed in other subjects. The school has a good partnership with parents. Some concerns regarding health and safety issues have been reported to governors.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, together with the senior management team and subject co-ordinators, provides good leadership that gives a clear direction to the work of the school.
How well the governors fulfil their responsibilities	Very good. The governors have a very good understanding of the strengths and weaknesses of the school and are very supportive.
The school's evaluation of its performance	Good. The school has clear and effective procedures for evaluating its performance. Staff have a clear understanding of where strengths are found and a realistic view of areas for development.
The strategic use of resources	Good use is made of most of the available resources.

The school is well staffed and there is an appropriate balance of experience and expertise. The quality, range and accessibility of resources are satisfactory overall. ICT resources are insufficiently used throughout the school. There are weaknesses in resources for teaching history and geography. Although the accommodation is broadly adequate to meet the needs of the curriculum, it is a difficult building to work in with pupils of junior school age. The classrooms in the main building are on two levels and the outside classrooms are dull and uninspiring. The overall effect is a lack of cohesion and this fails to inspire learning. Since her appointment, the headteacher has quickly identified the school's strengths and weaknesses, and has introduced effective strategies to improve standards. The school applies the principles of best value well and targets its spending to bring about improvements in standards.

## 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>• The school expects pupils to work hard and achieve their best.</li><li>• The school is well led and managed.</li><li>• The school helps pupils to become mature and responsible.</li><li>• Pupils like coming to school.</li></ul>	<ul style="list-style-type: none"><li>• The right amount of work for pupils to do at home.</li><li>• More information about how pupils are getting on.</li><li>• A closer working relationship between the school and parents.</li></ul>

Inspectors agree with parents' positive views of the school. However, inspectors judge that the quality and quantity of homework set are appropriate. The inspection team's view is that the school does make reasonable efforts to keep parents well informed about their child's progress, and to work closely with them. However, the current access arrangements to the school are a barrier to communication, but the school has recognised this and has prioritised the redevelopment of this area.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Pupils' attainment on entry to the school is in line with the national average. There are 109 pupils with special educational needs (26 per cent), which is above the national average, of whom 37 (nine per cent) are on stages three to five of the school's register of special educational needs. Twelve pupils (three per cent) have a statement of special educational needs, which is above the national average and this is because the school is a local education authority resourced school for hearing impairment. The school has nine pupils with profound hearing impairment and these pupils are included in mainstream classes and given additional support as required.
2. In the National Curriculum tests in 2001 for eleven year olds, pupils' performance was above the national average in English, mathematics and science. There were above average numbers of pupils achieving the higher level (level 5) in science. When compared with schools with a similar percentage of pupils eligible for free school meals, standards were in line with the average in English, mathematics and science. Although girls outperformed boys in the 2001 tests, there were more boys than girls with special educational needs. However, there was no evidence of significant differences in the performance of girls and boys during the inspection. Pupils achieve satisfactorily overall, with particular strengths being seen in the achievement of older pupils, where the quality of teaching is consistently stronger.
3. Trends over time indicate that at the age of eleven standards declined sharply in 1998, following the last inspection, but have consistently risen overall in English, mathematics and science since that time.
4. Standards in English are above national expectations. Pupils make good progress by the end of Year 6, but less consistent progress in other years, particularly in writing. There is no marked difference in attainment between boys and girls. Pupils for whom English is an additional language and pupils with special educational needs achieve well.
5. Standards in speaking and listening are good. They are sometimes very good when relevant opportunities are provided. Pupils speak fluently and confidently for a range of purposes. By the end of Year 6, standards in pupils' reading are good. All pupils read regularly, and most of them with enjoyment. Pupils of all abilities discuss books, authors and personal preferences in reading. They all know how to find information in books, using the index and headings to locate information quickly. Pupils in other years make good progress in reading, but Year 3 pupils are less confident in locating information in non-fiction or using library skills. Although standards in writing are satisfactory by the end of Year 6, they are not as high as other aspects of English. Pupils make good progress in writing in Year 6, but less consistent progress in other years.
6. In mathematics, standards of achievement are above expectations by the end of Year 6. Pupils are taught in ability sets and this is having a positive effect on standards. However, there are not enough opportunities for higher attaining pupils to develop their independence through open-ended challenges and applying their mathematical knowledge to solve problems.
7. In science, pupils achieve standards that are better than those found nationally by the time they are eleven. They make good progress throughout the school, and receive a good foundation in the investigative aspect of science.

8. In ICT, standards by the end of Year 6 are in line with national expectations. Pupils are better in communication skills which involve the use of multi-media, than in other areas of the curriculum. Standards have improved since the last inspection with the introduction of the ICT suite and recent teacher training, but progress has been slow, as these good resources are not put to full use in all subjects across the curriculum.
9. Standards achieved by eleven year olds are in line with national expectations in religious education, art and design, design and technology, geography, history and physical education. The school reports that most pupils achieve expected standards in swimming by the time they leave the school. In music, standards achieved by eleven year old pupils are in line with expectations, but the quality of singing is unsatisfactory.
10. Most pupils are achieving well; pupils with special educational needs make good progress and achieve standards in line with expectations. Individual education plans are well constructed, including information about what to target to ensure that progress occurs. These targets are clearly defined and manageable and new targets are set as appropriate. Pupils with hearing impairment achieve at least as well as other pupils, and often better. One measure of their good progress is that, although they have the choice, many opt to move on to mainstream secondary schools rather than special schools. Pupils for whom English is an additional language and those from minority ethnic backgrounds are well supported and make good progress. Pupils for whom English is an additional language attain as well as other pupils. They make good progress. However, gifted and talented pupils, although effectively identified, are not always appropriately challenged.
11. Since the last inspection, the school has achieved recognition of improvement in standards through the national Raising Standards in Achievement Award in 2002.
12. The headteacher, staff and governors are well aware of the school's strengths and weaknesses and are setting appropriate targets for year groups and individual pupils. The school is successful in meeting the targets that it has set. There are no marked differences in the performance of boys and girls.

### **Pupils' attitudes, values and personal development**

13. The attitudes and behaviour of pupils are very good and standards have been maintained since the last inspection. Pupils' attitudes are consistently very good in and around the school. Pupils are very enthusiastic, interested and involved in their activities, and this was reflected in a lesson for pupils for whom English is an additional language in Year 6, where all pupils were highly motivated and wanted to succeed. They volunteered ideas, gave explanations and asked questions when uncertain.
14. The behaviour of pupils is very good and there have been no exclusions over the last year. Pupils listen and behave very well during assemblies in the hall, despite being cramped. There was no evidence of oppressive behaviour, including bullying, sexism and racism, observed during the inspection. This has been fostered very effectively through an anti-bullying club and an anti-bullying box; measures which parents have valued. In a Year 5 English lesson, pupils worked well with and supported pupils with disability. However, in a similar lesson in Year 5, pupils muttered and shuffled trays, which made it difficult for those with hearing problems. In a mathematics lesson in Year 6, pupils behaved very well, and were very well focused.
15. The personal development and relationships of pupils are very good, which are reflected in their respect for the feelings, values and beliefs of others. They are very courteous and open doors spontaneously. In an art lesson in Year 6, there was very good inclusion with all pupils fully involved and boys and girls working well together. Pupils show good levels of initiative and personal responsibility when given opportunities, such as the school council. In a

science lesson in Year 6, the very positive response of pupils ensured that a sex education lesson made a good contribution to personal development. The relationships of pupils with all in the school are very good and underpin a harmonious community and enhance the quality of learning.

16. The school is committed to helping all pupils to play a full part in its life, and in most lessons, teachers ensure that pupils with special educational needs and those for whom English is an additional language participate. Pupils are sympathetic and understanding of other pupils' needs and difficulties. They work well together and form friendships. A number of pupils with behaviour difficulties have benefited from support, behaviour targets and learning to collaborate with others in small groups.
17. Pupils' attendance is satisfactory, although just below the national average, and this limits the learning for some pupils. This is due to all school trips and activities off site being counted as authorised absence, in accordance with the local education authority guidelines, contributing to the relatively high figure of authorised absence. However, the overwhelming factor contributing to authorised absence is the significant number of parents taking holidays in term time with no specific local factor to justify this. The headteacher is working hard to discourage parents from taking holidays during term time, and there is effective monitoring of absences and patterns of pupils' absences. Otherwise, there is little absence and punctuality is good, showing that pupils are keen to come to school.

#### **HOW WELL ARE PUPILS TAUGHT?**

18. Overall, the quality of teaching and learning is satisfactory and has improved since the last inspection.
19. The quality of teaching is good in mathematics and science. It is satisfactory in English, ICT, religious education, art and design, design and technology, geography and physical education. The quality of teaching is consistently good or better for pupils in Year 6, although it is more variable in other year groups. There was insufficient evidence to make an overall judgement about the quality of teaching in history and music. There was no unsatisfactory teaching observed.
20. A particularly strong feature of most lessons observed is the way in which teachers explain at the beginning of lessons what pupils are going to learn and reinforce this effectively throughout the lesson. Well-matched activities for groups of pupils and a thorough review at the end of lessons ensure that pupils make very good gains in their learning.
21. A common feature in many of the good lessons observed includes the use of challenging questions to extend learning. Teachers are successful in matching their questions to the needs of individuals in whole-class sessions in literacy and numeracy. This contributes positively to the standards attained. Other strengths in the quality of teaching include well-focused teaching, based upon very good subject knowledge. Lessons proceed at a brisk pace and include a variety of well-planned activities. Pupils listen and behave very well during lessons. Effective behaviour management is a consistent feature across the school and, in the best lessons, is the main reason why learning is effective.
22. Where teaching is less effective, time is not used efficiently. Sometimes pupils are expected to sit for too long and too passively in a shared session. Occasionally too many activities are planned for any to be completed as well as they might be. Sometimes teachers have insufficient knowledge or understanding to demonstrate effectively the features of a particular type of writing. There are also some examples of teachers relying too much on worksheets that fail to challenge higher attaining pupils. On occasions, the pace of lessons was slow and expectations of what pupils could achieve were insufficiently high. This was

more noticeable in Year 4, when the pace of some lessons was tedious and pupils lost interest in their work.

23. The consistently good or better teaching, particularly in Year 6, makes a significant impact on the good progress made by pupils with special educational needs and those for whom English is an additional language. Class teachers are well aware of their pupils' needs and work in co-operation with the co-ordinator for special educational needs and support staff. Committed and experienced classroom assistants support pupils with special educational needs very well. Planning for these pupils in lessons is usually good. When the teaching is particularly good, planning for these pupils includes skilful questioning and good use of support staff, which ensure that the pupils learn well. Higher attaining pupils are also challenged appropriately in most lessons, and the setting arrangements for mathematics are successful in ensuring that the individual needs of pupils are met.
24. The school has recently decided to group pupils by ability for their numeracy lessons. This successfully enables the higher attainers to work together on more challenging activities, and pupils with special educational needs benefit from receiving more support during their lessons.
25. Pupils are supported well in literacy and numeracy lessons, where there is setting, or pupils are organised in attainment groups for part of the lesson. Teachers refer to pupils' individual education plans in their short-term plans. Teaching assistants give very good support; for example, pupils with special educational needs in Year 3, through discussion, planned the outline of a story with guidance, and contributed well by reporting back during the plenary session. Other Year 4 pupils had sufficient support through discussion, and completed a plan to continue their writing for homework. They also benefit from additional literacy support, such as paired reading and small group work on spellings and reading comprehension.
26. Pupils with special educational needs also benefit from extra support outside lessons using ICT; for example, some use a simple sentence-building program. In some foundation subjects there is less planning for different needs, but this is often in areas of the school where the teaching generally is less effective.
27. Pupils for whom English is an additional language are taught very well when they receive specialist support in class or are withdrawn for small group support. The specialist teacher for these pupils works in school for two days per week. There is good use of well-prepared visual resources, reinforcement of vocabulary and team teaching. Learning support assistants also give very good support, which enables these pupils to participate in plenary sessions and presentations. In one literacy lesson where pupils were writing a school prospectus, a pupil had been provided with a translation of the school prospectus in Korean. In a geography lesson, Korean pupils were encouraged to describe climate and weather in South Korea.
28. All teachers show a good understanding of the National Numeracy Strategy. Strengths in numeracy lessons include the effective use of group work, and good use of support staff in lessons, who provide valuable support and encouragement during group activities. This ensures that pupils remain on task and that their particular needs are met. The quality of literacy lessons is unduly variable; a number of literacy lessons observed were too long and there was a lack of focus to the lesson. As a result, pupils became uninterested and unsettled and the pace of learning slowed.
29. Teachers' subject knowledge in ICT, design and technology and music is inconsistent across the school, ranging from satisfactory to good, and in some lessons this limits pupils' learning. The school is well aware of these deficiencies and has identified the need to improve provision and use of ICT in its school development plan. Although teachers have recently completed government sponsored staff training, some teachers lack confidence as well as opportunities to consolidate these skills.

30. The use of homework is appropriate throughout the school. Reading books are taken home regularly and reading records indicate a good working partnership between teachers and parents. There are also some examples of older pupils working at home with spellings and using reference books.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

31. The school provides a suitably broad and balanced curriculum, including provision for religious education, which is an improvement on the last inspection in 1997, when pupils were given insufficient opportunity to extend skills and knowledge in some aspects of design and technology, physical education and mathematics. Statutory requirements are met. The curriculum provides well for pupils with special educational needs and for those for whom English is an additional language. The numeracy strategy is effective and is raising standards. The literacy strategy is less firmly embedded and there is some variation in the quality of this provision throughout the school.
32. The school endeavours to provide a curriculum to meet the needs of all pupils, whatever their needs, and provision for equality of opportunity is good. The school has appropriate sex education and drugs education policies in place, and suitable schemes of work and policies for all subjects of the National Curriculum and religious education, with a programme for ongoing review. Personal, social, health and citizenship education are well taught. The school includes French in its curriculum for Years 4, 5 and 6 and this has a good effect upon pupils' personal, social and cultural development. There is effective monitoring of both planning and teaching in English, mathematics and science, but this is insufficiently developed in other subjects of the curriculum.
33. Provision for extra-curricular activities is excellent. Sporting opportunities offered to pupils include football, netball, volleyball, rounders, running and athletics. Pupils benefit from coaching from Fulham Football Club and Surrey County Cricket Club, where there are good links. Other clubs that greatly enrich the curriculum include the choir, orchestra, recorders, dance, drama, art and craft and computers. Many staff and some parents give up their time before school, during lunch times and after school, demonstrating their commitment to pupils. A range of visits through the year further enhances provision. Year 3 pupils have visited the National Portrait Gallery and the Science Museum. Year 4 pupils have visited Hampton Court and have had a three-day residential trip to the Isle of Wight. Year 5 pupils visited Guildford Museum, Tate Britain and a treatment water works to effectively support their learning and also a residential visit for outdoor activities. To enhance their learning further, Year 6 pupils visit the local church, Churchill Museum and undertake a residential visit to France.
34. Good links are being developed with the local community through visits by police, fire service and local church ministers. Pupils are also involved in raising money for charities, Harvest Festivals in support of Help the Aged, entertaining local elderly residents, festivals and book fairs. All these events have a very positive impact upon pupils' personal development. Effective links are being made with a range of businesses through visits and through sponsorship of the annual school fund-raising event. This is an improvement since the last inspection when community links were identified as a weakness.
35. The transition of pupils from the partner infant school is effective and the 'buddy system' link between Years 3 and 6 helps Year 3 pupils to adjust to the different environment of the junior school. There are good links too with the secondary schools and with Southbank and Kingston Universities. These have a positive impact upon education in the school through the support given, and help Year 6 pupils in their transition to secondary education.

36. Although the overall allocation of time to each subject of the National Curriculum and religious education is adequate, the time is not always planned or used effectively. During the inspection week it was observed that literacy was sometimes extended by an extra ten or even 20 minutes without effective planning as to how this time would be used. When subjects are blocked for a whole afternoon, such as design and technology and science, the pace of learning often slows, particularly when there is no practical activity.
37. The school works hard to ensure that pupils with differing needs are included in all aspects of the curriculum, so that pupils with hearing impairment are taught in mainstream classes wherever possible. These pupils are withdrawn for some specialist speech and language support, but this is seldom from English, mathematics or science, and the support teacher broadly covers the same work as in the mainstream class. Pupils at the early stages of learning English benefit from small group teaching during literacy lessons. They cover similar work, but benefit from specialist teaching.
38. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and there are more strengths than weaknesses. This is a similar judgement to that made at the time of the last inspection, and leads to pupils having very good attitudes to school and being keen to learn.
39. Pupils' personal development is regarded by the school as a priority and is supported by care from the headteacher and all teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care and respect and differentiation between right and wrong. These are shown through the caring relationships between adults and pupils and their peer groups. Discussions about thoughts and feelings also permeate through the use of circle time.
40. Provision for pupils' spiritual development is good overall. The school provides satisfactory opportunities for spiritual awareness through assemblies. Prayers are recited and the requirements for collective worship are met. Daily assemblies are used to build pupils' confidence and self-esteem, for example, through a celebration of birthdays, achievements and 'good work'. However, time for reflection is brief, and stories are not often read from religious scriptures. This limits the opportunities for pupils to think about what they have heard and their knowledge of stories. During the week of the inspection, the theme of 'making choices' was emphasised through story and discussion. However, opportunities are often missed for pupils to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge. Planning for spiritual development is often missed in subjects across the curriculum. Religious education lessons give pupils good opportunities to reflect on the beliefs and practices of several major world faiths. Spirituality is fostered well in some lessons; for example, some pupils were inspired to write imaginative poetry in English, based on the work of Ted Hughes.
41. Provision for pupils' moral development is very good. The use of moral themes, such as the importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies and pupils take part in regular fund-raising events for charitable causes. On occasion, moral issues are considered within subjects, for example, in geography and science as part of studies on pollution and other environmental issues. Within religious education lessons, moral issues are discussed in relation to respect and friendship, for example, where pupils discuss the qualities of a special person in their class, and study aspects of citizenship. Rules of good behaviour are in evidence around the school and are referred to when necessary to reinforce good behaviour.
42. Provision for pupils' social development is very good. The school is successful in fostering the social development of its pupils and is working hard to create a strong sense of community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment can be

fostered and maintained, and work hard to develop trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts around the school. Older pupils are reminded to look after younger ones. There is very good inclusion of pupils with special needs and those for whom English is an additional language. They all receive very good opportunities to take part in organised social activities, such as educational visits, plays, music concerts and carol singing. Limited opportunities are provided for the older pupils to use their own initiative and take on more mature responsibilities, although a good start has been made with the school council.

43. The school's provision for pupils' cultural development is good. Pupils are made aware of their British heritage, for example through their work in dance and drama, local history and geography. Pupils celebrated the Jubilee and painted flags of the countries participating in the football World Cup. Pupils read stories and sing songs from countries such as West Africa, India and Australia. All pupils learn French and most visit France. Korean pupils enable their peers to learn about their special way of life. There are visitors from different faith communities. However, opportunities for pupils to develop a greater awareness of the wider range of cultures and other ethnic minority groups that are represented in the United Kingdom, although satisfactory, are more limited.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. Procedures for child protection and for ensuring pupils' welfare are satisfactory overall and standards have been maintained since the last inspection. Child protection procedures are secure, in line with those of the local education authority, and supported by good inter-agency liaison. The school has four child protection officers, all trained, with effective co-ordination through the headteacher. With regard to health and safety, several issues have been reported to the governing body.
45. Monitoring of pupils' personal development is very good and teachers know them well. Procedures for monitoring and improving attendance are satisfactory. Guidelines for the recording of absence are strictly adhered to and support staff follow up non-attenders very swiftly; however, the school has not yet been successful in reducing the number of holidays taken during term time, and this sometimes limits pupils' learning.
46. Procedures for monitoring and promoting good behaviour are very good and this shows good improvement since last inspection and is encouraged by a positive approach. The school has been successful in engendering an atmosphere of mutual respect. Pupils set their class rules, and there is a house point system across the school reinforced by the acknowledgement of achievements in assemblies with rewards that are valued by pupils. Sanctions are consistent, and as pupils are so well-behaved, incidents rarely need to be referred to the headteacher. Good behaviour is reinforced very effectively through circle time and personal, social, health and citizenship education. Procedures for monitoring and eliminating oppressive behaviour are very good and parents report that they are effective. A successful initiative from the school council is the anti-bullying club, showing how well pupils and teachers are working together. There is an anti-bully box to report issues and a teacher has responsibility for dealing with these.
47. There is an effective buddy system developed by Year 5 with Year 2 pupils in the partner infant school, which promotes friendship between all years throughout the school. Older pupils have helped to support younger pupils very well and have been much appreciated by parents. Year 3 pupils and their 'buddies' in Year 6 are involved in paired reading every week. Pupils' personal development is very well supported through specific measures such as these, and also across the curriculum, for example, in science, where sex education is well planned and sensitively dealt with.

48. Assessment procedures are well established in English, mathematics and science and standards have been maintained since the last inspection. Reading and spelling ages are tested twice yearly and assessments are made half-termly at the end of units of work. This information is used to track pupils' progress and to set school attainment targets for Year 4 and Year 6. Pupils' results in National Curriculum tests in Year 6, and optional National Curriculum tests in Year 4 and Year 5 are carefully analysed and are used to inform planning for improvement. The school has effectively used analysis of differences between girls' and boys' attainment, and analysis of the progress of pupils from different ethnic groups to raise standards.
49. There is regular and detailed marking in English, mathematics and science with clear guidance on how to improve. Pupils are set literacy and numeracy targets each term. These are recorded in their books and pupils have a clear understanding of what they need to do to improve. In English, the co-ordinator has compiled a portfolio of pupils' writing to exemplify National Curriculum levels, and this is helpful for all staff in the moderation of pupils' work.
50. Assessment procedures in other subjects are less well developed and this was a weakness identified in the last inspection. There have been delays in improving this weakness, because of turbulence in the school's leadership and management following the last inspection. The school recognises this as a priority and most subjects have started to identify opportunities for assessment in their medium- and short-term plans. The school plans to introduce an agreed method of assessment in other subjects in the next year.
51. Individual education plans are maintained for pupils with special educational needs, including those with hearing impairment. There are also individual language plans for pupils at the early stages of learning English. These are detailed, matched to specific needs and regularly reviewed. All class teachers keep copies and refer to them in their planning. The progress of all pupils with special educational needs is carefully and regularly monitored and detailed records are maintained. There is effective liaison with the partner infant school and with secondary schools to facilitate transition and to ensure that identified provision is continued.
52. Pupils for whom English is an additional language are assessed on entry and are set language targets on a regular basis. The specialist teacher for these pupils consults regularly with class teachers on progress and any difficulties.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. The school has satisfactory links with parents. The overwhelming view of parents is that Auriol Junior is a good school where they have seen enormous change and a real improvement over the last two to three years. "We are a motoring school," reported parents at the meeting with the Registered Inspector, held before the start of the inspection. Relationships have been sustained and built upon since the last inspection. Responses to most questions on the questionnaire were overwhelmingly positive, although more than a fifth were not happy with the amount of homework, and did not feel well informed about how their child was getting on. Nearly as many did not feel the school works closely with parents. The inspection team's view is that the school does make reasonable efforts to keep parents well informed about their child's progress, and to work closely with them. However, the current access arrangements to the school are a barrier to communication; the school has recognised this and is to give priority to the redevelopment of this area. Despite very good liaison now in place with the infant school, some parents report difficulties for pupils when transferring. Parents report that most pupils are happy to go to the junior school, but a very few find the need to be more independent difficult. Inspectors also judge that the quantity and quality of homework set by the school are appropriate for pupils of this age.
54. The effectiveness of the school's links with parents is satisfactory, as is the quality of information provided for them, particularly about their children's progress. However, annual

reports on pupils, whilst giving information on what a pupil knows and can do, lack information on what a child needs to do to improve. Parents' meetings are held in September to discuss what will happen in that school year. This includes an outline teaching plan with a copy for all parents, and a leaflet that sets out information about the mathematics programme. Consultation evenings in October are well attended. There is a very good starter pack for new pupils, which parents are pleased with. Teachers are available in the playground at the end of the school day, and appointments are always available. Targets are included in homework books, and home/school books for all years support an ongoing dialogue. Home/school agreements reinforce the commitment of pupils and parents with the school and are well supported by most parents. Informative and comprehensive newsletters are sent to parents regularly.

55. The impact of parents' involvement on the work of the school is good, which is reflected in the quality of parental contribution to children's learning at school and at home. The parent teacher association is very supportive and hard working, raising about £10,000 a year, and recently installing the trim trail to improve facilities in an otherwise bleak playground. Parents contribute to reading records and are involved with projects at home, and are supportive of school trips, although relatively few help regularly in school, and there was a poor response to the school's recent letter requesting help.
56. Communication with parents of pupils with special educational needs is very good. The co-ordinator for special educational needs is readily available to talk to parents. Individual education plans are sent home with a reply slip and where there are particular concerns parents are invited to school. Talks by the school's educational psychologist and the local education authority support agencies have been arranged for parents. Parents have been put in contact with other specialist help groups, where appropriate. The school makes appropriate provision for translation facilities to be available in Korean, when necessary. The school prospectus is also translated into Korean. At present, there are no communication difficulties with other home languages.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

57. The quality of leadership and management is good overall. The headteacher provides effective leadership and has established positive relationships between all members of the school community. Since her appointment, first as acting headteacher in January 2000 and following her appointment as the school's headteacher in September 2000, she has made a very positive contribution to an improving school, and has rapidly identified the areas for urgent improvement, for example, in dealing with a number of staffing and organisational issues. There was no school development plan or action plan from the last inspection when the headteacher was appointed.
58. During the period after the last inspection and before the appointment of the present headteacher, the school lacked continuity of leadership and management and entered a period of instability, which adversely affected the school's ethos and the standards achieved by pupils. At this time the local education authority deemed the school as one giving cause for concern, and provided additional support, for example, in the secondment of an acting headteacher from a local school until a permanent appointment could be made.
59. The headteacher is well supported by an effective senior management team, and together they have identified areas for improvement and are developing a range of appropriate strategies to continue to move the school forward. The school has analysed assessment data to identify strengths and weaknesses in order to improve standards, and is beginning to use the analysis well to set targets to improve pupils' performance. They have good support from staff, governors and parents. The school has recently been successful in achieving the Investors in People award.

60. A team approach is well developed and there is a shared commitment to improvement. Most teaching staff have responsibilities for co-ordinating areas of the curriculum. The monitoring role of co-ordinators in some subjects is at an early stage of development, with some co-ordinators having a more limited understanding of standards in their subject throughout the school. The school recognises the need for co-ordinators to be more pro-active and has already begun to provide planned opportunities for co-ordinators to directly monitor the quality of teaching and learning in the subjects for which they are responsible.
61. The governing body gives generously of its time and has increased its involvement in the school since the last inspection. A planned programme for visiting the school, as well as frequent informal visits made by several governors, provides them with first-hand information about how well the school is doing. Overall, governors are making a very good contribution to the life of the school and are supporting the school well. Governors are well aware of the school's strengths and weaknesses. A range of its responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities well and are successfully involved in the overall monitoring of the work of the school.
62. The school has clear aims that are supported by pupils, parents, staff and governors. These include creating an environment that effectively promotes pupils' learning and positive attitudes, together with the development of self-confidence, self-worth, and the skills and qualities required to be caring and fulfilled members of society. These aims are appropriately incorporated into all aspects of the school. The school's development plan is an effective document that clearly identifies the areas for development. The planning process is effective; the document is clearly laid out and identifies resource implications, key personnel and time scales, together with costings. One strong feature of the planning process is the involvement of all staff and governors, in which key proposals for future school improvement are discussed, analysed and prioritised. Participants feel that their contributions are valued and form a significant part of future school improvement and, as a result, there is strong commitment to the priorities identified.
63. Financial planning is good, and special grants, such as allocations for special educational needs, are used appropriately. The full governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Good quality financial information is made available to all governors. Governors ensure that spending decisions are well linked to educational priorities. There are well-established procedures to review and evaluate the effects of financial decisions, and governors have a good understanding of best value principles and apply them appropriately. The school budget is well managed on a day-to-day basis by the school's administrative officer and support staff, and financial control and administration effectively support the endeavours of teachers. The school holds a relatively high surplus of funds of £138494, which represents about 15 per cent of the school's overall budget, and which is above expected levels. These funds have been identified by the governing body for building improvements.
64. There have been considerable improvements in the school's approach to staff development, in line with national requirements. There has been an appropriate emphasis upon literacy and numeracy. Performance management strategies are now in place and operating effectively. Learning support and administrative staff are beginning to be included in the process and this is having a positive effect upon standards.
65. Special educational needs provision is well managed and has improved since the previous inspection. Good use is made of funds for pupils with special educational needs and those for whom English is an additional language in providing well-focused and appropriate support. Equality of opportunity is appropriately promoted and the headteacher has successfully re-organised provision for hearing impaired pupils by including these pupils in mainstream lessons. The school complies with the Code of Practice for special educational

needs and fulfils its statutory requirements. The co-ordinator for special educational needs has a clear and appropriate improvement plan, much of which has been successfully achieved. She has established clear policies for inclusion and behaviour. Communication between the co-ordinator for special educational needs and learning support assistants is very good; they meet weekly to review pupils' progress. There is a named governor for special educational needs and another governor who has an overview of pupils with hearing impairment, and both make regular reports to the governing body on all relevant matters. Governors are well aware of the needs of all pupils, including those with hearing impairment and those for whom English is an additional language.

66. The school is appropriately staffed and there is a good balance of experience and expertise. Learning support staff make a good contribution to lessons, and their role in lessons is usually clearly defined in planning.
67. The building was previously used as a secondary school and, as a result, although the accommodation is broadly adequate to meet the needs of the curriculum, it is a difficult building to work in with pupils of junior school age. The classrooms in the main building are on two levels and the outside classrooms are dull and uninspiring. The overall effect is a lack of cohesion and this fails to inspire learning. The school also lacks a workable and attractive main entrance area to welcome visitors and to celebrate pupils' work. The overall effect is one that hinders effective communication with parents and makes it difficult to promote the work of the school. The canteen has very poor acoustics and this makes lunchtime conversation difficult for all pupils, and particularly for those with hearing impairment. The school hall is cramped for the number of pupils present for assemblies and it is a tribute to their very good behaviour that they all behave so well in such uncomfortable conditions.
68. The quality of displays, classroom organisation and book displays are unduly variable throughout the school. When it is successful, staff provide attractive display of pupils' work to help cheer up an unattractive building and to celebrate pupils' work. However, displays of pupils' work in other classrooms and general display areas look 'tired' and uninviting. As yet, insufficient attention has been given to improving the overall quality of the learning environment.
69. The quality, range and accessibility of resources to support learning are satisfactory overall. The school's use of ICT is less effective and is unsatisfactory. Although there are sufficient ICT resources available, these are not effectively used throughout the school or across the curriculum. The specialist room for pupils learning English an additional language lacks a computer and these pupils do not have the benefit of specialist language programs to support them. There is a lack of appropriate resources for history and geography.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to improve the standard of education further, the headteacher, staff and governors should focus upon the following key issues:

- (1) ensure that the quality of teaching and learning is consistently high across the school by:
  - regular monitoring of the quality of teaching and learning;  
*(paragraphs 4, 5, 22, 32, 60, 82, 94, 115, 137)*
  - sharing examples of good practice; *(paragraphs 19, 22, 28)*
  - improving teachers' subject knowledge and expertise, particularly in ICT, music and design and technology;  
*(paragraphs 9, 19, 22, 29, 80, 105, 108, 114, 120, 123, 126)*
  - ensuring that all teachers have high expectations of pupils, particularly higher attaining pupils.  
*(paragraphs 4, 5, 6, 10, 19, 22, 26, 28, 80, 91, 108, 114, 127, 133, 142)*
  
- (2) raise standards in ICT by:
  - ensuring that pupils have sufficient access to reliable equipment;  
*(paragraphs 8, 29, 69, 81, 120, 121, 122, 123)*
  - providing pupils with more direct teaching of ICT skills;  
*(paragraphs 8, 29, 69, 81, 120, 121, 122, 123)*
  - using ICT consistently in other subjects across the curriculum;  
*(paragraphs 8, 29, 69, 81, 87, 98, 104, 110, 115, 123, 142)*
  - developing an effective system of assessing pupils' competence in ICT, identifying and recording what pupils know and what needs to be taught next.  
*(paragraphs 29, 125, 129)*
  - monitoring the quality of teaching and learning in the subject\*.  
*(paragraphs 32, 60, 125)*
  
- (3) establish assessment procedures for all subjects matching the existing effective arrangements in English, mathematics and science.  
*(paragraphs 50, 60, 110, 125, 129, 141)*
  
- (4) review the current use of time in both curriculum and lesson planning to ensure effective learning. *(paragraphs 36, 81)*

## OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

Extend displays of pupils' work around the school to improve the quality of the learning environment and to celebrate pupils' work. *(paragraphs 67, 68, 104)*

Improve the quality and quantity of resources for history and geography.  
*(paragraphs 69, 114, 119)*

Raise standards in pupils' writing across the school.\*  
*(paragraphs 4, 5, 22, 28, 31, 36, 71, 74, 75, 76, 80, 81, 82)*

\* This has already been identified by the school as an area for development.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

64

Number of discussions with staff, governors, other adults and pupils

35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	21	34	0	0	0
Percentage	2	12	33	53	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	428
Number of full-time pupils known to be eligible for free school meals	n/a	23

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	109
Number of pupils on the school's special educational needs register	n/a	12

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	36

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	46	51	97

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	36	43
	Girls	46	42	51
	Total	86	78	94
Percentage of pupils at NC level 4 or above	School	89 (82)	80 (80)	97 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	39	39
	Girls	42	42	41
	Total	78	81	80
Percentage of pupils at NC level 4 or above	School	80 (71)	84 (77)	82 (90)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	2
Indian	10
Pakistani	4
Bangladeshi	1
Chinese	4
White	378
Any other minority ethnic group	25

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

### **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.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	18.8
Number of pupils per qualified teacher	25.3:1
Average class size	28.5

#### **Education support staff: Y3 – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	152

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

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
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	£
Total income	925041
Total expenditure	850077
Expenditure per pupil	2069
Balance brought forward from previous year	63530
Balance carried forward to next year	138494

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

**Questionnaire return rate**

Number of questionnaires sent out	428
Number of questionnaires returned	152

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	7	0	0
My child is making good progress in school.	32	59	7	1	1
Behaviour in the school is good.	33	58	7	0	3
My child gets the right amount of work to do at home.	17	59	17	7	0
The teaching is good.	40	52	5	2	1
I am kept well informed about how my child is getting on.	23	54	16	7	1
I would feel comfortable about approaching the school with questions or a problem.	61	31	7	2	0
The school expects my child to work hard and achieve his or her best.	42	54	3	0	1
The school works closely with parents.	26	55	13	5	1
The school is well led and managed.	66	30	3	1	0
The school is helping my child become mature and responsible.	48	47	3	1	1
The school provides an interesting range of activities outside lessons.	52	40	5	1	1

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

71. Standards in English for eleven year olds are above the national average and standards have been maintained since the last inspection. Trends over time indicate that at the age of eleven, standards declined sharply in 1998, following the last inspection, but have consistently risen overall in English since that time. Attainment in National Curriculum tests for eleven year olds in 2001 was above the national average for all schools, and in line with the average of similar schools. Pupils make good progress by the end of Year 6, but less consistent progress in other years, particularly in writing. Writing is given less emphasis than other aspects of the subject in Years 3, 4 and 5. There is no marked difference in attainment between boys and girls. Pupils for whom English is an additional language and pupils with special educational needs achieve well. There are no significant differences in the performance of boys and girls.
72. Standards in speaking and listening are good. They are sometimes very good when appropriate opportunities are provided. Pupils speak fluently and confidently for a range of purposes; for example, Year 3 pupils effectively develop a story, employing imaginative vocabulary. Year 4 pupils give a clear report of findings from a questionnaire on what their parents expect from a school prospectus. Year 5 pupils explain their improvements for the instruments they have designed in design and technology. Most pupils listen critically and attentively to the teacher and to each other. Where speaking is occasionally less effective, teachers' questions tend to restrict pupils to very brief answers. Sometimes the teacher does not allow sufficient time for reflection, so that pupils' responses are undeveloped.
73. By the end of Year 6, standards in pupils' reading are good. All pupils read regularly, and most of them with enjoyment. Pupils of all abilities discuss books, authors and personal preferences in reading. They all know how to find information in books, using the index and headings to locate information quickly. They know how to find both fiction and non-fiction in the library and information on the Internet. Higher and average-attaining pupils read fluently and have a good understanding of nuance and writers' intentions. Lower attaining pupils show reasonable understanding. However, some still have difficulty spelling words, reading ahead in a sentence, or taking heed of punctuation. Pupils in other years make good progress in reading, but Year 3 pupils are less able to locate information in non-fiction books or to use library skills.
74. Although standards in writing are satisfactory by the end of Year 6, they are not as high as in other aspects of English. Pupils make good progress in writing in Year 6, but less consistent progress in other years. By the age of eleven, higher attaining pupils and average attaining pupils are organising their writing into paragraphs. They are writing for a range of purposes: narrative, poetry, newspaper articles, letters and arguments. Higher attaining pupils use vocabulary precisely and imaginatively, varying their sentences and using punctuation for effect; for example, one pupil writes: "That night Alice decided to flee. As she entered the darkness, she was surrounded by all the animals of the forest. They, knowing her plight, offered their help, repaying her many years of kindness." Average attaining pupils are fluent, but less accurate in their spelling.
75. All pupils benefit from effective strategies to help them plan and draft their writing. There are clear improvements between the initial draft and the final version, particularly for lower attaining pupils. However, some of these pupils still find it difficult to adopt an appropriate style, and their writing remains relatively weak. Generally, pupils seem more secure writing narrative and description than more formal non-fiction.

76. There are more inconsistencies in standards in other years, where only the higher attaining pupils are using paragraphs. Pupils frequently write fragments with only a few opportunities for extended writing. In Year 4, higher attaining pupils write with an imaginative choice of vocabulary but their potential is not always realised. Average and lower attaining pupils use simple sentences with little variation. Many are writing in pencil and some are just beginning to use cursive script. There is little evidence of improvement from these pupils. Lower attaining pupils are still printing and confusing capital and lower-case letters.
77. The quality of teaching and learning in English is good or better in nearly half of lessons and satisfactory in the rest. Where teaching is effective, teachers share the learning objectives at the start, give clear criteria for success, and discuss what pupils have learned and achieved by the end. In this way, pupils evaluate what they have learned. Teachers use questioning skilfully to check and to extend pupils' understanding.
78. Very good strategies are used to support pupils with differing needs; for example, one teacher focused on a group of higher attaining Year 3 pupils in a guided writing session. She took ideas from pupils' own story plans and modelled on a whiteboard how to introduce characters and setting; for example, "There were once three goblins who were clever and cunning." Through effective questioning, she challenged them to develop their use of language and use vocabulary imaginatively and precisely. They suggested that the goblins' cave was "deep in the heart of the island" and it was "cold and echoing". There was a very good balance between the time used by the teacher to question and model, and time for the pupils to develop their own writing. They rose to the challenge.
79. In another successful lesson, the teacher helped five pupils for whom English is an additional language to appreciate the poetry of Ted Hughes. Through the use of excellent pictorial resources, she was able to illustrate the poet's use of imagery. Pupils were able to see for themselves that a moose's antlers are like upturned palms of the hand. She also extended pupils' understanding of vocabulary by helping them to make connections between the use of words like 'reflection' and 'solid' in the context of the poem and in other subjects such as mathematics and science. Pupils responded very well and showed a much higher level of appreciation than had been observed in other lessons.
80. Where teaching is less effective, time is not used efficiently. Sometimes pupils are expected to sit for too long and too passively in a shared session. Occasionally, too many activities are planned for any to be completed as well as they might be. Sometimes teachers have insufficient knowledge or understanding to demonstrate effectively the features of a particular type of writing. Sometimes they miss the opportunity to reinforce learning; for example, teachers introducing the use of connectives failed to demonstrate connectives in the ensuing shared and guided reading sessions. There are also a few examples of teachers relying too much on worksheets that fail to challenge higher attaining pupils.
81. The National Literacy Strategy is in place, but is not always effective. The daily literacy hour is being supplemented by additional support for reading and spelling, which is beginning to have a positive impact upon pupils' learning. However, the use of extra English time is inconsistent and varies in rigour. Some pupils benefit from curriculum enrichment, such as poetry workshops and drama, although these opportunities are not formally time-tabled. Some teachers occasionally take whole-class sessions in the ICT suite, and the Internet is used sometimes for research. However, the use of ICT skills in the subject is inconsistent throughout the school.
82. Assessment and marking of pupils' work are good. All pupils are given targets for reading and writing. They also keep spelling journals based on their own spelling needs. There is a clear and appropriate improvement plan for English based on the analysis of results. The school has identified a need to develop pupils' writing, and in-service training in this aspect of English is planned for the new school year. Although the headteacher has closely monitored

literacy, at present there is insufficient time for co-ordinators to observe lessons and be aware of inconsistencies in the subject and to provide additional support where teachers are less confident.

## **MATHEMATICS**

83. Standards of achievement are above expectations by the end of Year 6. This is an improvement on the findings of the last inspection, when standards were judged to be in line with national expectations. Trends in national test results since 1997 show that standards were above average in that year, but declined to match national expectations in 1998 and 1999. Standards have been improving since 1999.
84. Although pupils are taught in ability sets and this is having a positive effect on standards, there are not enough opportunities for higher attaining pupils to develop their independence through open-ended challenges and applying their mathematical knowledge to solve problems. There are no significant differences in the performance of boys and girls.
85. By the age of eleven, many pupils are showing confidence in solving problems and are aware of the possibility for a range of strategies when calculating. In the lower ability sets, pupils add and subtract two-digit numbers mentally using a rounding strategy, and understand the relationship between numbers. Higher attaining pupils explain their strategies for mental calculation confidently and clearly, for example, when converting grams to kilograms. Pupils undertake mental calculations and use mathematical vocabulary in a confident way. However, there are examples of pupils having difficulty with regular use of mathematical vocabulary, such as in a Year 3 class when pupils were unsure of the words 'apparatus' and 'multiple'. There are examples of pupils in higher attaining groups questioning results and this helps to provide further challenge and ensure understanding.
86. Scrutiny of pupils' past work shows a good range of work relating to all areas of learning. There is evidence in a Year 3 lower set of some confusion in understanding the value of single and two-digit numbers. Scrutiny of work of higher attaining pupils in Year 5 shows a confidence in the interpretation of data. In a display of work by Year 6 pupils, data has been organised and interpreted to prove or disprove statements such as "tallest people have the widest hand-span", relating the problem well to pupils' experience. However, there is limited evidence, overall, of pupils applying their mathematical knowledge to solve real-life problems.
87. Mathematics is used well in science related to the collection and presentation and interpretation of data, but there is little evidence of the use of mathematics in other curriculum areas. A scrutiny of pupils' work shows that they have few opportunities to use ICT to support their learning in mathematics.
88. The quality of teaching and learning overall is good. In lessons seen in Years 3 and 4, teaching was satisfactory. In Years 5 and 6 teaching was good with some examples of very good teaching. Where teaching is good, teachers use pupils effectively to demonstrate their learning and share their assessment of learning, identifying and addressing difficulties through class discussion. Teachers use their skill to motivate pupils well, for example, as seen in a Year 5 lesson when pupils used fractions, percentages, addition and subtraction of money linked to a game based on the football World Cup. In lessons where teaching is less effective, teachers do not use questioning to include all levels of attainment and pace is not used to maintain the interest of all pupils, and learning is less successful.
89. Where teaching is very good, teachers have high expectations of pupils and use their good subject knowledge effectively to extend pupils' learning as seen in a Year 6 lesson when the teacher encouraged independent working, consolidating and presenting further challenge for higher attaining pupils. Learning objectives are shared with pupils in most lessons and also

form part of their written work, but teachers do not use these learning objectives effectively in lesson conclusions as an assessment tool for pupils to measure their achievement.

90. Teachers manage pupils well, and the relationship between adults and pupils is very good. Pupils support and encourage each other well, as seen in one Year 5 class when they were delighted at the success of one Korean pupil in a mathematics game. In classes where there is learning support, this is used effectively to help pupils with special educational needs and the small numbers in some lower ability groups helps to support their learning through increased adult interaction.
91. The quality of marking is good overall, with most teachers marking to learning objectives; however, there is only limited evidence of teachers' marking showing pupils how they can improve their work. Targets are identified, shared with pupils and recorded in their books, but in some classes, these have not recently been shared with pupils. The use of grouping pupils by ability is having a positive effect overall on standards, and the school has implemented strategies to provide further challenge for higher attaining pupils through extension mathematics as an after-school club. However, at the time of the inspection, the school had not identified pupils who are gifted and talented mathematicians.
92. Pupils have a positive attitude to mathematics and enjoy their numeracy sessions. When they are given the opportunity to work in pairs or groups they co-operate well together, but they are given few opportunities to select appropriate resources or seek solutions by trying out their own ideas. The school is providing appropriate opportunities for pupils to explain their thinking processes.
93. The National Numeracy Strategy has been implemented effectively and the school has developed good strategies for teaching numeracy. The three-part lesson is well established and planning is good, although the concluding plenary session is not a strong feature of the lesson. Time is often short and teachers do not always provide sufficiently interesting opportunities for pupils to share their achievements with others. Good use is made of homework as a continuation of the work started in class and this helps to consolidate learning.
94. Leadership and management of the subject are good. As the co-ordinator has been in post for only a short time, she has had few opportunities to monitor the effectiveness of teaching or provide support for her colleagues in classrooms. There has been a good analysis of performance data to inform setting, and assessment information is used well to set targets and inform planning. Resources for mathematics are satisfactory.

## SCIENCE

95. Pupils achieve standards that are better than those found nationally by the time they are eleven, and standards have been maintained since the last inspection. This is because the teaching of science is good and pupils are provided with good experiences through a broad and balanced curriculum. They make good progress throughout the school, and receive a good foundation in the investigative aspect of science. National Curriculum test results in 2001 for eleven year olds are above average when compared with all schools, and the percentage of pupils achieving results at the higher level was better than found nationally, and pupils' results were in line with the average of similar schools. Boys and girls achieve similar results.
96. The curriculum is organised so that there is continuity through year groups and pupils explore different topics in greater depth as they get older. In this way, there is a progressive development of their knowledge and understanding of life processes and living things, materials and their properties, and physical processes. Younger pupils are provided with a structured approach, so that they learn well how to present their work and understand the

stages in the process that make up science investigations. Year 3 pupils are given clear instructions by the teacher, so that they work carefully and methodically to test out, for example, different materials and decide if they are opaque, translucent or transparent. They make sensible predictions, and check these after they have experimented using different light sources. This is a strong feature of pupils' scientific knowledge; they know that they need to work carefully and accurately, and that this is necessary to ensure a test is fair.

97. Pupils work well together in groups and collaborate well when conducting experiments, and organise themselves, sharing responsibilities. They learn how to present their work effectively, and the subject offers good opportunities for the development of literacy skills; for example, pupils in Year 5 use books to research facts about the planet earth and other planets in the solar system in order to create a poster advertising earth to an alien from another planet. The teacher gives good reminders to base the poster on scientific facts, so that pupils use these well to persuade the 'visitor' with such enticements as: "On sunny days the heat from the sun turns tiny amounts of sea to steam. You can see different stars when you spin. We have taken 50 million years to develop."
98. There are good opportunities for the development of numeracy skills, such as charts and tables and a variety of graphs; for example, pupils record the time taken for an ice cube to melt and produce a line graph to show the effectiveness of different insulating materials. They measure how far they can move a cube with an elastic band. However, pupils are not given the chance to use their ICT to log and process data.
99. Pupils in Year 6 have been following a programme of sex education as part of the science and personal, social, health and citizenship education curriculum. In a lesson on planning a family and pregnancy, pupils show a very good and mature understanding of the different issues, and are confident to share their personal knowledge. One pupil explains how his mother had cravings for Brie cheese early in her pregnancy, and another explains the scans of her mother's pregnancy to the class.
100. The quality of teaching is good and sometimes very good. Teachers know the subject well, and there is a good structured approach to the teaching of the subject. Direct hands-on learning is a strong feature of teaching, and pupils enjoy these opportunities to experiment and investigate and work hard. The provision of appropriate resources ensures that they work independently. There are some missed opportunities for teachers to build on these good foundations and provide pupils with opportunities for more open-ended experimentation. There is a good emphasis on basic skills, so that scientific vocabulary and terminology are taught well and pupils use new vocabulary with confidence, as seen in Year 3, where pupils soon understand the difference between opaque, translucent and transparent. Pupils' previous learning is reviewed to ensure that they are well prepared for new learning. Lesson objectives are made very clear and a strong feature of teaching is that pupils are asked to evaluate whether they have achieved the objective by the end of the lesson. However, some pupils who have weaker literacy skills lack the use of word banks of vocabulary to help them to record more accurately what they have learned. There is a lack of consistency in the quality of marking to help these pupils know how to improve their work. There is good support for pupils with special educational needs and those who have hearing impairment, so that they fully participate in lessons. Pupils for whom English is an additional language are helped to achieve as well as their classmates.
101. The management of science is good. There are effective procedures for testing how well pupils are achieving and for tracking pupils' progress. Test results are analysed in order to highlight areas for development, such as the interpretation of data. The co-ordinator has begun to put together a portfolio of work to guide teachers on standards. The introduction of a scheme of work based on national guidance has been managed well by the previous co-ordinator, and there are satisfactory resources to support the scheme. The co-ordinator is newly appointed and has already identified areas for the development of the subject, such as

to ensure the progression of investigation skills throughout the school, and to implement the use of data logging equipment and ICT.

## **ART AND DESIGN**

102. There was little art and design being taught during the inspection week because of the structure of the timetable, so only one lesson was observed. However, reviews of the scheme of work, of the planning and of samples of pupils' work, photographs and displays around the school show that standards produced by eleven year olds are in line with expectations, and pupils make satisfactory progress through the school. Overall standards have declined since the last inspection when they were above expectations, although there are examples of good work across the school. Examples of this are seen in Year 5 where good cross-curricular work in religious education has produced effective and colourful tapestries based on the Hindu story of 'Rama and Sita'. An effective Year 3 display shows some almost life-size models of characters from a book about 'Harry Potter' engaged in a 'quidditch' match. More cross-curricular work is seen in the good observational drawings of Greek vases that Year 6 completed as part of their history topic.
103. Year 6 pupils were observed in a lesson looking at how figure, form and movement are portrayed in art. They work well in pairs, discussing the various ways in which pictures create an impression of life and movement, even when the actual figures are not 'lifelike'. There was some good appraisal of different artistic styles. Pupils show a satisfactory awareness of the use of line, tone, shape and colour and are clearly engaged in and enjoy the lesson.
104. All elements of the National Curriculum for art and design are being covered and the standards of work produced indicate that teaching overall is satisfactory. Displays of pupils' work in art and design vary in quality across the school, and do not always enhance pupils' learning effectively. Opportunities are often missed for displaying pupils' work attractively around the school to help improve a rather drab environment. The subject co-ordinator has identified areas for improvement, and there are plans to introduce assessment procedures in the near future. At present there are few opportunities for the planned monitoring of the quality of teaching and learning in the subject. Opportunities are often missed to use ICT to enhance pupils' learning in the subject.

## **DESIGN AND TECHNOLOGY**

105. Standards achieved by eleven year olds are in line with expectations, with some examples of good work. Standards have improved since the last inspection when they were below expectations.
106. Year 3 pupils make wooden picture frames. They use tools correctly and with due attention to safety, and most use saws, pencils and rulers to correctly measure and effectively join using glue and the appropriate jig. Year 4 pupils are engaged in designing an alarm system to protect the football World Cup. They talk with understanding about 'pressure pads' and the need for completing a circuit for an alarm to be effective and, when asked, most pupils explain, using sketches they have made, how their alarm system will work. Higher attaining pupils suggest ways in which they might improve their design.
107. Year 5 pupils were observed making musical percussion instruments, having studied a range of African instruments in advance. There was a good deal of discussion among the various groups when they found that their original designs had flaws and they 'went back to the drawing board'. "We were going to use just one bottle to make a shaker but we found that taping two bottles together made a much better range of sound." Pupils are successful in evaluating, learning from problems and refining their designs. All pupils have design and

technology books in which they plan, think about materials, review procedures such as different methods of joining, and evaluate their designs.

108. The quality of teaching is satisfactory overall. Planning and work seen show that the school meets the requirements of the National Curriculum. However, some of the teaching is too teacher-directed, rather than encouraging pupils to work and plan independently. This means that higher attaining pupils are not always fully challenged and leads to a slow pace of learning for these pupils. Some teachers demonstrate a lack of expertise and confidence in the subject and this hinders pupils' learning.
109. Pupils' attitudes to the subject are good: they work well, are keen to improve and show good ability to work in co-operation with others. All pupils, including those with special educational needs and those for whom English is an additional language, make appropriate progress through the school.
110. The design and technology co-ordinator is recently appointed but has clearly identified areas for improvement. The subject is monitored by review of teachers' planning and observing pupils' work across the school. There are limited opportunities at present for the quality of teaching and learning to be monitored, but the school already plans to address this issue. Assessment procedures are not yet in place, but the school plans to introduce these in the near future. Accommodation and resources are adequate to teach the subject. There is little use of ICT to enhance pupils' learning in the subject.

## **GEOGRAPHY**

111. Standards achieved by eleven year old pupils are in line with expectations. Standards have declined since the last inspection, because less time is allocated to the subject. However, the curriculum is broad and balanced and meets the requirements of the National Curriculum.
112. Pupils know about their own locality and compare, for example, the features of Stoneleigh with those of a village they visit on the Isle of Wight. Older pupils make a comparison between Epsom and the island of St Lucia, studying the differences between schooling, trade and employment. In Year 6, pupils know the main mountain ranges and gather information to provide tourist guides to different mountainous areas, such as the Andes and Himalayas. Pupils who did not attend the year group residential visit produced good well-researched projects in which they researched the background to countries represented in the football World Cup.
113. In Year 3, pupils learn about the environment around the school and begin to distinguish between man-made and human features of the environment. A good strand that runs through the curriculum is the effect of pollution, so that in Year 3, pupils have made a traffic survey and considered issues of safety and noise. Year 5 pupils consider the effect of weather on the environment, by sharing their homework task of finding out about the recent forest fires in Arizona and floods in Korea. This allowed the Korean pupils in the class to explain to their classmates the impact of typhoons on their country. Pupils are becoming skilled in personal research by listening to the news and using the Internet. In a Year 5 class, for example, the pupils shared what they had found out about natural and man-made disasters, such as the oil spillage from a ship that hit the rocks off the coast of Australia, and the planned cull of hedgehogs in the Hebrides. They showed that they understood the impact on the environment of these disasters, such as the loss of bird and animal life. The lesson provided a good opportunity for a moral discussion on the impact of drug-dealing and crime.
114. Teaching is satisfactory, with some good and very good teaching in Year 5. The best teaching is where the subject is brought alive and made relevant to pupils' experiences. Pupils with special educational needs and those with hearing impairment are helped to

achieve satisfactorily because of the high quality additional support that they receive. Teachers' short-term planning is often sketchy, and lacks detail of the knowledge and skills to be acquired. Where teachers are under-prepared or lack subject knowledge, the lesson can be mundane and geographical vocabulary and facts are not well taught; for example, in Year 4 lessons, there is insufficient attention to teaching the basic geographical vocabulary. Where teachers provide research opportunities, resources are not always well chosen; for example, the language in material downloaded from the Internet could not be easily understood by pupils. However, pupils work with enthusiasm, and teachers provide some good opportunities for pupils to develop their speaking skills in reporting on their findings, and to use their literacy skills to prepare reports. However, there is some over-reliance upon the completion of worksheets and this limits pupils' learning, particularly for higher attaining pupils.

115. Management of the subject is satisfactory. The school has adopted a curriculum based on national guidance, and there has been some recent staff training. The policy is under review and the subject is the focus for development in the next academic year. There are satisfactory procedures for assessment. There are limited opportunities for the co-ordinator to monitor the quality of standards, teaching and learning in the subject. Resources are unsatisfactory; for example, atlases are out of date, and there are insufficient resources to support the different topics, especially where the same topic is being taught across three or four year groups. Visits are arranged to enhance the subject, such as the residential visit to the Isle of Wight. There is limited use of ICT to enhance learning in the subject.

## **HISTORY**

116. No lessons in history were seen during the inspection, as the subject is taught in discrete blocks, alternating with geography, which is the current focus across the school. Therefore no overall judgement has been made of the quality of teaching and learning. Evidence is taken from a scrutiny of pupils' past work, discussion with the co-ordinator, an analysis of teachers' planning and discussion with pupils. From this evidence, standards in history by the time pupils are eleven are judged to be similar to those found nationally at this age. Standards are not as good as found in the previous inspection, where they were judged to be above national expectations. The reason for this is that there is less time allocated for the subject, because of the additional focus on English and mathematics, although the work seen in pupils' books shows that they receive a broad and balanced curriculum that meets the requirements of the National Curriculum. Pupils with special educational needs and those for whom English is an additional language achieve appropriately according to their prior attainment.
117. In discussion, pupils showed that they could name the main periods of history. A group of pupils, selected from each year group, worked together well to discuss and order their chosen periods of history chronologically. They knew that the Egyptians were the earliest civilisation they had studied and that World War II began in 1939. There was a good discussion about where to position the Romans, the Anglo-Saxons, the Vikings and the Celts on a time line, which provided strong evidence that they had a good factual grasp of historical periods. From the youngest pupils in the group to the oldest, they were able, with reasonable accuracy, to give dates to the different periods, and add information, so that one pupil quickly corrected the date of 1901 given for the Victorian period, and said that this was the end of Victoria's reign. It was evident that visits had made a good contribution to their historical understanding. Pupils enthusiastically described a visit to Fishbourne Roman Villa, to Hampton Court Palace and to a Victorian school. Year 6 pupils who had made a residential visit to France identified how this had contributed to their historical knowledge: they had visited war graves and mobile harbours on the Normandy coast and seen the Bayeux Tapestry.

118. Work in the pupils' books shows that teachers give pupils a good basic understanding, basing teaching on units selected from the nationally recommended scheme of work. There are some variations across the year groups in the amount of work recorded, and especially in Year 4 where there is little recorded work. In Year 5, pupils produce topic folders on the Victorians and the Egyptians, which give good opportunities for pupils to use their literacy skills. They use language of persuasion well to argue for better treatment of children in factories, or who work as chimney sweeps, when they compose a letter to Lord Shaftesbury; for example, one pupil argues that "children will die and have no future ahead of them". Younger pupils in Year 3 sequence the events in the life of Boudicca. Pupils in Year 6 use books to learn about life in ancient Greece, using the images on Greek vases to draw conclusions about the life-style.
119. The co-ordination of the subject is satisfactory. The policy and scheme of work have been reviewed with staff, and the co-ordinator has monitored the planning. The development of teaching and learning in the subject is planned for 2003. There are satisfactory procedures for assessing pupils' progress in the subject. Resources for the subject are poor. There are insufficient books and artefacts and this limits opportunities for pupils to extend and reinforce their learning. Videos are used satisfactorily to enhance pupils' knowledge and understanding, and there is some evidence of research using CD-ROMs.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

120. Standards achieved by pupils by the end of Year 6 are in line with national expectations. They are better in communication skills which involve the use of multi-media, than in other areas of the curriculum. Standards have improved since the last inspection with the introduction of the computer suite and recent teacher training, but progress has been slow, as these good resources are not put to full use.
121. In Year 3, while working at the computer, pupils can 'log on' and 'log off' in order to start and finish their work. They also open a suitable software package. They are developing good mouse control skills, including inputting information into a data-handling package in order to find the result of a survey on their favourite fruits. Pupils interpret bar- and tick-graphs successfully. Their word-processing skills are developing to the extent that they can enter simple words into text boxes on screen. They are beginning to learn how to save their work to an appropriate file. Pupils know the names and functions of the main keys and symbols, and use the appropriate computer language. Pupils in Year 4 give instructions to a programmable floor robot, although work on control technology throughout the school is limited. Pupils also amend text by deleting and adding words, although many pupils have difficulty in holding down the 'shift' key simultaneously with another key to produce certain symbols and capital letters.
122. The significant improvements in ICT, which the school has made over the last two years, have increased opportunities for pupils to learn new skills. Major improvements have included the opening of an ICT suite, computers in every classroom and the availability of the Internet and e-mail facilities. All of these measures have had a positive effect upon pupils' achievement, although they are still not yet fully implemented; for example, older pupils have been introduced to the Internet and are beginning to realise the need to refine searches by entering specific words to make the most effective use of their time. They are using a *PowerPoint* presentation program to create an interactive display. They input graphics, animation and sound with ease and delight. Pupils are beginning to evaluate ICT; for example, the teacher reminds pupils to consider the needs of the user when comparing simulation packages. However, throughout the school, pupils do not have sufficient opportunities to develop their speaking and listening skills by discussing the use of ICT in society.

123. The quality of teaching is satisfactory. Teachers have clear expectations and pupils know what they have to do. Occasionally in lessons, teachers are hesitant because they lack confidence, knowledge and speed when demonstrating computer skills, which means that lesson introductions are slow and pupils' learning is hindered. Achievement is satisfactory, although some pupils could be more challenged, especially those who have already developed a range of skills through using computers at home. However, these pupils successfully use their computers for homework, and there is a computer club for those who do not have access to machines outside school. Teachers do not make full use of the computers in their classrooms and do not use ICT sufficiently to enhance teaching and learning in other subjects. It is not always included in their planning.
124. Pupils demonstrate a keen interest in their ICT lessons. They behave very well in lessons, treating the equipment with respect and waiting patiently while software is loading. All classes settle very quickly when using the ICT suite and listen attentively to instructions given. They know the school rules for using computers and follow them with few reminders. While working in pairs, more confident and capable pupils offer help to those with limited computer skills, thereby developing good relationships. Pupils with special educational needs particularly benefit from the support of their classmates and adults. Pupils for whom English is an additional language make satisfactory progress, but do not receive focused support, for example, through the use of prompt cards and colour-coded keys on the keyboard.
125. The co-ordination of the subject is satisfactory and time and effort have been used in organising the very good resources, which will soon include a computerised library system. The investment in resources and staff training has greatly enhanced the learning opportunities for pupils. More comprehensive training is planned so that all staff, including teacher assistants, have a more secure subject knowledge and understanding. The school is beginning to monitor pupils' subject performance, keeping folders of pupils' work on computers, but recognises that monitoring and assessment are areas for improvement so that tasks match the differing needs of pupils.

## **MUSIC**

126. Standards achieved by eleven year old pupils are in line with expectations, but the quality of singing is unsatisfactory. Overall, however, standards have been maintained since the last inspection. During the week of the inspection, there were limited opportunities to observe music lessons and therefore no overall judgement has been made concerning the quality of teaching and learning in the subject. Owing to the new national guidelines for English and mathematics, less time has been spent on music and it has been blocked with other subjects in some classes. The reduction in time has adversely affected the pupils' progress.
127. The quality of singing, from both boys and girls, is unsatisfactory throughout the school. They sing enthusiastically in music lessons and in assemblies, but are not supported by specific teaching. Pupils in the choir, who have received this additional support, have a better singing range, pitching higher notes with accuracy and producing a well-rounded vocal tone. These pupils successfully hold an independent vocal line when singing in two-part harmony. Older pupils do not understand concepts such as pitch, duration and texture, and they do not use musical vocabulary with confidence when discussing music. In a Year 5 lesson, pupils successfully reproduced the underlying rhythmic beat in their work on 'Jazz-Rock'. However, higher attaining pupils were not effectively challenged or extended in their learning. Other pupils, including those with special educational needs and those for whom English is an additional language, are successfully included in music activities and they make satisfactory progress.
128. Pupils' attitudes to learning and their behaviour are good. They work well in small groups as they prepare compositions and performances, such as for the end of term musical concert. Teachers make good use of a commercial scheme, which involves pupils in a range of

activities drawn from national guidelines. Good use of available instruments, such as chime bars, cymbals, rain-sticks and maracas, provides practical learning opportunities that are informative and fun. The new range of multi-cultural instruments has not yet been put to full use. Teachers provide frequent opportunities for pupils to listen to and to compare the differences between music from other cultures, for example, American music and the music of the Beatles.

129. There is very little written work by the pupils and this makes assessment difficult, not only for individual pupils but also for teachers to ascertain the pupils' progress year by year. The library and ICT are insufficiently used to enhance both teaching and learning. The school's scheme of work covers a wide variety of concepts and skills to be attained, but it provides little guidance to teachers about the level of learning pupils should attain by a particular year.
130. A very good range of extra-curricular activities, including recorder club and visiting instrumental teachers such as a guitarist and violinist, enriches the curriculum. Pupils are involved in the community through the choir and dance. All pupils have good opportunities to extend their potential by performing in the school's concerts and shows. This range of additional opportunities provided for these pupils enhances their personal, social and cultural development. There are few planned opportunities for the monitoring of standards and the quality of teaching and learning in the subject.

## **PHYSICAL EDUCATION**

131. Standards of achievement for eleven year olds are in line with expectations. This is an improvement on the last inspection when standards were found to be in line with national expectations in both gymnastics and dance but below national expectations in games. Pupils enter Year 3 with satisfactory skills in the subject and make satisfactory progress. There is no significant difference in standards between boys and girls. The school provides a broad and balanced curriculum, based on the national guidance, and this helps to promote social interaction and develop physical skills. Lessons in games and gymnastics were observed during the inspection. Pupils with special educational needs and those for whom English is an additional language are integrated well in lessons and they achieve satisfactory standards relating to prior attainment. Year 3 pupils attend swimming lessons in the spring term. The school reports that most pupils achieve standards expected nationally in swimming by the end of Year 6.
132. A good range of residential experiences are provided for pupils in Years 4, 5 and 6 with opportunities for a wide range of outdoor and adventurous activities. This has a good effect upon pupils' learning and achievements.
133. The quality of teaching and learning observed during the inspection was satisfactory overall and no unsatisfactory teaching was seen. A strong feature of the teaching is the way all adults are suitably dressed for demonstrating and take part in activities, setting a good example to pupils. Resources and planning are appropriately prepared. All lessons observed contained warm-up and cool-down sessions and were structured to ensure continuous activity for pupils. Skills are taught effectively, and in good lessons pupils are given opportunities to demonstrate good practice. This helps them evaluate their own work and try harder to produce work of higher quality. However, teachers give limited opportunities for pupils to comment about the performance of others or suggest ways that the standard of performance could be improved.
134. Pupils in Year 4 successfully create a simple sequence of movements incorporating rolling, using different parts of the body. However, teachers make insufficient use of demonstration during lessons to suggest ways of improving and refining movements.
135. In a games lesson in Year 6, pupils knew the main objective of the lesson and were aware of safety considerations. They worked effectively in pairs and also in larger groups

demonstrating satisfactory skills in throwing the ball at a target, batting and catching. In all lessons observed, teachers ensured that pupils were involved purposefully in the activities. Pupils enjoy their lessons, relating well to each other and providing mutual support. Teachers provide appropriate alternative learning opportunities for pupils when wet weather prevents outside activities. Pupils regularly take part in the countywide dance project. This has a good effect upon their learning and personal development.

136. There is a very good range of extra-curricular sports clubs such as dance, basketball, football, netball and cricket, which enhance the curriculum and provide good links with the community such as Fulham Football Club and London Towers Basketball Club. The school has provided these additional opportunities to improve ball skills, responding positively and decisively to the findings of the previous inspection. Provision for competitive sport against other schools supports pupils' learning and sense of achievement.
137. The co-ordinator has been recently appointed, but has worked closely with the previous co-ordinator to ensure understanding and continuity. The school follows the nationally recommended scheme of work and this is sometimes supplemented by guidance from commercial schemes. Resources for the subject are good and the school uses the accommodation well to ensure the curriculum is taught effectively. At the time of the inspection there was some evidence of monitoring planning, but the co-ordinator does not monitor the quality of teaching or assess pupils' standards.

## **RELIGIOUS EDUCATION**

138. Standards achieved by eleven year olds are broadly in line with those required in the locally agreed syllabus, and standards have been maintained since the last inspection.
139. The quality of teaching is satisfactory overall. Most teachers have a sound knowledge and understanding of the subject, plan effectively and relate moral issues to a religious base. They make good use of religious stories from the Bible, such as the Lost Sheep or the parable of the Sower and enable pupils to relate these moral messages to their everyday lives. Pupils express their own opinions and points of view which contribute well to their speaking and listening skills.
140. Pupils in Year 6 study the marriage ceremony. Good teaching and their own knowledge of Christianity enable them to make a comparative study between religions. Moral issues are discussed and pupils display a mature response. The study of other religions helps to foster a strong sense of respect for a range of religious beliefs. Pupils are encouraged to reflect on the stories they have learned. They relate the story of the Exodus of the Jews from Egypt and explore the themes of slavery and freedom. In one Year 3 lesson observed, teaching did not always consider the needs of pupils with special educational needs or those for whom English is an additional language and, consequently, these pupils did not make sufficient progress in their learning. In other lessons where teaching is less effective, there are limited opportunities for pupils to record their own work, and the resources and religious artefacts are not fully used.
141. Teachers do not yet assess pupils' attainment against the attainment targets of the agreed syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher attaining pupils, and is preventing the school from gaining full benefit from the good teaching in individual lessons. As a consequence, ten and eleven year olds have good knowledge of Bible stories commonly taught to younger children, such as the story of Moses in the bulrushes or the parables of Jesus, but have more limited knowledge of the world's leading faiths.
142. Work in the subject does not make an effective contribution to pupils' literacy skills. Pupils are not always encouraged to write independently and too much is copied. Work is not always recorded. There are too few links between religious education and the literacy hour,

and limited use is made of computers in teaching the subject. The subject co-ordinator has been absent and therefore it has been difficult to monitor the quality of teaching and learning. Nevertheless, the good quality teaching in individual classes and the respect with which the subject is treated by pupils and teachers throughout the school place it in a good position to make further improvements.