

# INSPECTION REPORT

## **GREENVALE PRIMARY SCHOOL**

Croydon

LEA area: Croydon

Unique reference number: 101781

Headteacher: Mrs A Holdsworth

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> October 2001

Inspection number: 194913

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Sandpiper Road Selsdon Vale Croydon
Postcode:	CR2 8PR
Telephone number:	020 8651 2833
Fax number:	020 8651 0844
Appropriate authority:	The governing body
Name of chair of governors:	R H R Adamson
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	English Information and communication technology History Physical education Special educational needs English as an additional language Foundation Stage	How high are standards? (The school's results and achievements) How well are pupils taught?
Mr B Jones 9542	Lay inspector		How high are standards? (attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs S Storer 30785	Team inspector	Mathematics Design and technology History Music Equal opportunities	How good are the curricular and other opportunities given to pupils?
Mr J Howard 20875	Team inspector	Science Religious education	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Greenvale Primary School is situated in Croydon and takes pupils from the ages of 4 to 11 years. There are 215 pupils on roll in seven classes, with 115 boys and 100 girls; this is a below average sized primary school. There are 12 pupils from a home where English is not the first language, of whom five receive additional funding to support their learning. There are 61 pupils on the school's register of special educational needs; this is above the national average. There are no pupils with a Statement of Special Educational Need; this is below average. Ten pupils are entitled to free school meals; this is below the national average. Standards on entry are average for the local education authority. The school has been awarded the Basic Skills Agency's 'Quality Mark'.

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

This is a good school, with many strengths. Teaching is good and makes a positive contribution to pupils' very good attitudes, behaviour and relationships and to the good standards achieved, particularly in mathematics and religious education. The school has a caring ethos and is at the heart of the community it serves. The leadership and management of the newly appointed headteacher are very good; she is supported ably by her deputy headteacher and teaching colleagues. The school gives good value for money.

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

- By the age of 11, standards in mathematics, religious education, art and design and history are good.
- Standards achieved by children in the Foundation Stage are good.
- The attitudes, behaviour and relationships of pupils are good.
- Teaching is good.
- The leadership and management of the newly appointed headteacher are very good.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Links with parents are strong and effective in supporting pupils' learning.

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

- Although not unsatisfactory, standards in English and science are not as high as they should be.
- Pupils' handwriting and presentation skills.
- The quality of teachers' marking.
- The provision for more-able pupils.
- The use of the library and the management and organisation of information and communication technology.

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

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

The school was previously inspected in June 1997, when it was judged to be a 'good school'. Since then the school had a year with an acting headteacher, and the current headteacher was appointed in September 2001. In addition, there has been a complete change in class teachers. The school has made good progress in addressing the key issues. The curriculum for children in the Foundation Stage is now very good and contributes significantly to the good progress children make in their learning. The quality of teaching and learning in design and technology has improved and pupils now achieve the standards expected for their age. In music, the school now has a detailed scheme of work to support the non-specialist teachers. Strengths in the leadership and management and the quality of teaching have been maintained. The school is well placed to secure future improvements.

## 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
	1998	1999	2000	2000
English	A	B	C	E
Mathematics	A*	A	C	D
Science	A*	A	C	E

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

The table shows the results for pupils who left the school in 2000. At the time of the inspection, no national comparative data was available for the 2001 results. The school's results in 2001 in relation to the proportion of pupils achieving the nationally expected Level 4 or above improved in English, mathematics and science. The year-on-year trend shows standards to be above the national average. Girls achieve higher standards than boys.

Current inspection findings show that, by the end of Year 6, standards in mathematics are good and above average. In English, standards are average and are not high enough as pupils have insufficient opportunities to apply their literacy skills when writing in other subjects. In science, standards are average although pupils have insufficient opportunities to develop skills in investigative and experimental work. Standards in mathematics are improving as a result of significant improvements in the quality of teaching. Standards in religious education are good and exceed the expectations of the locally agreed syllabus. In information and communication technology, standards meet national expectations. Standards in art and design and history are good and exceed expectations for pupils of this age. In design and technology, geography, music and physical education, standards meet expectations for this age.

**Current inspection findings for pupils in Year 2 judge standards to be above average in mathematics. In reading and writing, standards are average but should be higher. In science, standards are average. Standards in religious education are good and exceed the expectations of the locally agreed syllabus. In information and communication technology, standards meet national expectations. Standards in art and design and physical education are good and exceed expectations for pupils of this age. In design and technology, geography, history and music, standards meet expectations for this age.**

By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals in all areas of learning.

Pupils with special educational needs, and those for whom English is an additional language, make good progress in their learning. They are supported effectively by teachers and learning support assistants.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school and they work hard in most lessons.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons and in the playground at break and lunchtimes. A small minority of boys in Years 5 and 6 show challenging behaviour in a few lessons.
Personal development and relationships	Very good; pupils relate well to each other, to their teachers and to all adults whom they meet in school.
Attendance	Good; there is no unauthorised absence and punctuality is good.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

**The quality of teaching is a strength of the school and has a positive impact on the standards achieved and on pupils' attitudes, behaviour and relationships. Teachers have very good subject knowledge, which they pass onto pupils with interest and enthusiasm. Lesson planning is good, and in the best lessons teachers have high expectations of pupils' work and behaviour.**

The teaching of literacy as observed in lessons is good. The key skills of reading and writing are taught effectively in individual lessons. However, teachers do not consistently reinforce their expectations that pupils should apply the writing skills taught when writing in other subjects.

The teaching of numeracy is good and contributes successfully to improving standards. Teachers have a good understanding of the National Numeracy Strategy and ensure that pupils have good opportunities to experience the full mathematics curriculum. A strong emphasis is placed on developing mental arithmetic and multiplication skills.

**The teaching of children in the Foundation Stage is very good and contributes significantly to the good progress made. The teachers, nursery nurse and learning support assistant make an effective team and they have a very good understanding of the learning needs of children of this age.**

**The teaching of pupils with special educational needs is good. Class teachers supported by the co-ordinator for special educational needs and the learning support assistants, work together effectively to meet the needs of pupils with special educational needs. They provide good in-class support, with a range of tasks matched carefully to their pupils' individual learning needs. The teaching of pupils with English as an additional language is good.**

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is good. Pupils in Years 1 to 6 receive their full entitlement to the National Curriculum. They benefit from a good range of extra-curricular activities and strong links with the community.
Provision for pupils with special educational needs	Good; a comprehensive register of special educational needs is kept by the co-ordinator for special educational needs, who provides good leadership and support for special educational needs within the school.
Provision for pupils with English as an additional language	Good, with the headteacher closely monitoring their learning until the school is able to appoint a part-time teacher to further support their learning. The previous appointee was unable to take up the position in September.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; it makes a significant contribution to pupils' positive attitudes, behaviour and relationships. Spiritual development is promoted effectively in many subjects, including religious education, art and design and music.
How well the school cares for its pupils	Procedures for child protection and pupils' day-to-day welfare are very good. Assessment procedures and the use of the results of assessments to plan pupils' future learning are good.



The school works very effectively with its parents, who are very supportive of its work. The school's procedures for monitoring and promoting good behaviour are generally good. Pupils benefit from the school's close links with the community it serves.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Very good; the newly appointed headteacher has a very clear vision for the school. She is supported ably by the deputy headteacher and her staff in the commitment to promoting high standards. Subject co-ordinators manage their subjects most effectively.
How well the governors fulfil their responsibilities	Satisfactory; the governing body fulfils all of its statutory responsibilities. With the exception of providing a school prospectus, it is hard working and very supportive in its work with the school.
The school's evaluation of its performance	Good; the school is very aware of its strengths and weaknesses; it is currently developing an action plan to address the issue of standards in reading and writing not being high enough.
The strategic use of resources	Good; the school uses its resources efficiently and effectively, including additional grants and funding to support pupils' learning

**The headteacher provides very strong leadership and has developed a teaching team that has a shared vision for the future of the school. The school applies successfully the principles of best value when making spending decisions. It has sufficient staff and resources to meet the learning needs of pupils. The accommodation is adequate, although the 'ICT-Suite' is not large enough to support whole-class teaching.**

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school expects their children to work hard and do their best.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• No significant issues raised.</li> </ul>

Ten parents attended the meeting with the registered inspector prior to the inspection and 74 questionnaires were returned. Inspection findings support the very positive views of parents.

## **PART B: COMMENTARY**

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

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

##### *Foundation Stage*

1. Children start school at the beginning of the school year in which they reach the age of five. At the time of the inspection, 20 children were attending full time, with a further 10 attending for the morning only. Children are assessed on entry to school, using the local education authority's tests, and the results show that children's standards are average for the Borough of Croydon. As the result of very good teaching, children make good progress in their learning, and by the time they leave reception they exceed the expectations of the Early Learning Goals<sup>1</sup> in all areas of learning.

##### *Years 1 and 2 (Key Stage 1)*

2. The results of the Year 2000 National Curriculum assessments for pupils in Year 2 were well above the national average in writing, average in reading, but below the national average in mathematics. In comparison with those in similar schools<sup>2</sup>, results were well above average in writing, but below average in reading and well below average in mathematics. In the teacher assessments for science, results were below the national average and well below average compared to similar schools. Girls achieved higher standards than boys in all subjects. The proportion of pupils achieving the higher Level 3<sup>3</sup> was well above average in writing, above average in reading and average in mathematics.
3. Although no national comparative data is available, the school's results in the Year 2001 National Curriculum assessments show no significant difference in the proportion of pupils achieving the expected Level 2 and above in reading. In writing, results showed a 6 per cent decrease, but in mathematics increased by 10 per cent. In reading and writing, the proportion achieving the higher Level 3 fell, with no pupils achieving Level 3 in writing. As in previous years, girls achieved significantly higher standards than boys. Taking the years 1998 to 2000 together, the school's trend has shown standards in reading and writing to be above average, with standards in mathematics below average. When interpreting trends, the following factors need to be taken into consideration:
  - This is a small primary school and one pupil represents on average 3.3 per cent.
  - There are variations in the number of pupils within each year group on the school's register of special educational needs.
  - There have been significant changes in staffing, particularly since the last inspection – none of the present class teachers were in the school at that time.
4. Current inspection findings judge that standards in reading and writing are average, but that they are not as high as they could be. The newly-appointed headteacher and the English co-ordinator are aware of this and have a detailed action plan to address this issue. In reading, pupils spend too long on the same 'level' on the school's commercial reading scheme. Pupils have insufficient opportunities to use and apply writing skills taught in the Literacy Hour when writing in other subjects. Standards in mathematics are above average and have improved as a result of good teaching linked to the effective introduction of the Numeracy Hour. Standards in science are average. As measured against the findings of the previous inspection report, standards have been maintained in reading, mathematics and science, but have dropped in writing.
5. In information and communication technology, standards meet expectations for pupils of this age. Standards in religious education are good and exceed the expectations of the locally

agreed syllabus. In art and design, standards are very good and well above expectations for pupils of this age. Standards in physical education are good and exceed expectations. In design and technology, geography, history and music, standards meet expectations for seven-year-olds.

#### *Years 3 to 6 (Key Stage 2)*

6. The results of the Year 2000 National Curriculum assessments for pupils in Year 6 were average in English, mathematics and science. In comparison with those in similar schools, results were below average in mathematics and well below average in English and science. However, as measured against the standards they achieved at seven years of age, pupils made very good progress in English and mathematics and good progress in science. The proportion of pupils achieving the higher Level 5<sup>4</sup> was average in English and mathematics, but below average in science.
7. Although no national comparative data is available, the school's results in 2001 show an increase in the proportion achieving the expected Level 4 and the higher Level 5 in all three subjects. In English, there was a significant increase in the proportion achieving Level 5. Taking the years 1998 to 2000 together, the trend shows standards in English, mathematics and science to be above average, with girls achieving higher standards than boys in mathematics and science. The factors identified in paragraph 3 need to be taken into consideration when interpreting trends.
8. Current inspection findings judge standards to be above average in mathematics, but average in English and science; in both subjects standards should be higher. The improvement in mathematics is the result of very good teaching and the effective implementation of the National Numeracy Strategy. In English, standards in writing are not high enough because pupils are not consistently expected to apply skills taught in literacy lessons when writing in other subjects. In science, pupils have insufficient opportunities in investigative and experimental work.
9. In information and communication technology, standards meet expectations for pupils of this age. Standards in religious education are good and exceed the expectations of the locally agreed syllabus. In art and design, standards are very good and well above expectations for pupils of this age. Standards in history are good and exceed expectations. In design and technology, geography, music, and physical education, standards meet expectations for 11-year-olds.

#### *Across the school*

10. Pupils with special educational needs make good progress in their learning, with the exception of a small minority of boys with behavioural problems. Pupils with learning difficulties receive very effective support from the co-ordinator for special educational needs, class teachers and learning support assistants. As a result, they make good progress in achieving the targets set in their individual education plans. In Years 5 and 6, pupils benefit from being taught numeracy on a daily basis by the co-ordinator for special educational needs. Pupils in Year 6 benefit similarly in the daily Literacy Hour.
11. Although none are at the early stage of language acquisition, pupils with English as an additional language make good progress and they are fully involved in all classroom activities. Currently, the school is advertising for a part-time teacher to support these pupils, having been let down by the previous appointee. However, the headteacher is monitoring their progress carefully. These pupils receive very effective support from their class teachers.

12. Allowing for the factors in paragraph three, the school has shown that it is capable of meeting its targets. Inspection findings judge that through the very good leadership provided by the newly-appointed headteacher, with the support of consistently good teaching, the school is well placed to improve. There is a determination in particular to raise standards in English and to close the gap in standards between boys and girls. Currently, the school has no policy for the identification and teaching of more-able pupils; this is a contributory factor to standards in English not being high enough.

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

13. Pupils show good attitudes to the school and their learning. They are very interested in the many lessons where teaching is good. Their attitudes were good or better in 77 per cent of lessons seen. Pupils respond eagerly when teachers set them a challenging task. They carry out detailed research on the Internet. For example, pupils worked on a Victorian street scene that a pupil had herself downloaded for the class's history studies. Other pupils brought in books on Beethoven, the school's 'Composer of the Month'. Sometimes, their independent interests take them beyond routine work. A pupil created an accurate model of the solar system inside a shoebox. Other pupils complete detailed projects in history and science. Over 20 infant pupils take part in the after-school games club. They throw themselves, heart and soul, into games such as 'Fish and chips and mushy peas'. Within seconds, they go from absolute delight when their team takes the lead to utter shock and horror when someone runs in the wrong direction.
14. Every parent answering the questionnaire says that behaviour is good. Pupils behave well in lessons and around the school. With the help of the playground supervisor, they make good use of lunchtime and morning breaks. They take part in organised activities, such as football, basketball and cricket. They play independently; 'conkers' was popular in the week of the inspection. At lunchtime there is no excessive noise in the hall. Pupils collect their lunch and clear away in an orderly manner. Very few pupils lose concentration in lessons. These pupils, mostly older boys, mainly respond well to good management by the teachers within the school's assertive discipline<sup>5</sup> policy when it is applied consistently. There were no exclusions in the past year. The school is free from oppressive behaviour and sexism. There have been no bullying incidents in the year to date. Parents say that bullying has always been rare, and the previous headteacher resolved it immediately. Pupils welcome visitors with enthusiasm and politeness.
15. Relationships are very good. Boys, girls and pupils from different ethnic backgrounds work together well in lessons and play together well at lunchtime. There is very good racial harmony. Year 6 pupils eagerly take part in the school's buddy system. They look after younger pupils in the playground who need some company or something to do. They work with them as reading partners and help them in assemblies. A pupil won the school's 'Star of the Week' award for helping a newcomer settle in. Pupils develop their understanding of their classmates during 'Circle Time'<sup>6</sup> lessons. Pupils in all the year groups are alert to help others when they need. For example, if a pupil falls over in the playground, others are quick and willing to help. Pupils relate very well to their teachers and other adults in the school.
16. Pupils accept responsibility very well and show very good initiative. There are special helpers in each class who are responsible for routine jobs and keeping the classroom tidy. Pupils of all ages tidy away their playground equipment at the end of each break. Older pupils are responsible for music and the movement of furniture in school assemblies. The school council meets three times each term. It has two representatives from every class from Years 2 to 6. These pupils find out and present their class's ideas for making the school a better place to learn in. Last year, it was the council that suggested making the gazebo a quiet place where pupils can talk or read. This has happened already. They asked for improved supplies of drinking water. The school is arranging for these. Pupils enhance their

leadership, teamwork and self-esteem in sporting activities, both in and out of school. Already this term, pupils have won medals for swimming. Two pupils belong to a gymnastics club that reached the regional final.

17. In 2000/01 the school achieved the good attendance rate of 96.1 per cent. This is 1.7 per cent above the most recent national primary average. Attendance has risen steadily in each of the past four years. Pupils' punctuality is good. There are very few late arrivals, even though there is heavy traffic in the area.

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

18. The previous inspection report judged teaching to be 'a strength of the school and that it has a positive impact on pupils' attainment'. Teaching was satisfactory or better in 95 per cent of lessons, with 12 per cent very good or better. Where teaching was judged unsatisfactory, pupils were left without 'direct supervision or sufficient intervention'. None of the current class teachers were in the school at the time of the previous inspection and the headteacher is newly appointed.
19. Current inspection findings judge that the quality of teaching remains a strength of the school and has a positive impact on the standards achieved and on pupils' attitudes, behaviour and relationships. Findings support the positive views of parents, 99 per cent of whom agreed that teaching in the school is good. During the inspection, of the lessons observed, 98 per cent were satisfactory or better, including 47 per cent which were good, 28 per cent which were very good and 2 per cent (one lesson) which was excellent. One lesson (2 per cent) was judged unsatisfactory. Excellent teaching was seen in Year 6 in numeracy, and examples of very good teaching were seen in the Foundation Stage and in English, mathematics, science, religious education, history and physical education.
20. The teaching of children in the Foundation Stage is very good. They are taught by two part-time teachers who work together most effectively in planning and assessing their learning. Teachers work in close partnership with the nursery nurse and learning support assistant to form a high quality teaching team, which contributes significantly to the good progress made by children in all areas of learning. The team has a very strong understanding of the Foundation Stage curriculum and plans a range of interesting and stimulating activities for children. There is a good balance between adult-led activities and those, which children choose for themselves. The teaching of key skills in reading, writing and number is very good.
21. The teaching of literacy as observed during the inspection is good and contributes to good progress made in lessons. Teachers have a good understanding of the National Literacy Strategy, in particular with regard to planning and the organisation and management of lessons. However, evidence from pupils' previous work indicates that teachers do not consistently reinforce expectations that pupils should apply skills taught in lessons when they write in other subjects. Pupils are not always reminded of the need to think about spelling, punctuation and handwriting or for the need to use dictionaries. In reading, although the key skills of letter sounds (phonics) are taught successfully, pupils tend to spend too long on the same level of the school's reading scheme.
22. The teaching of numeracy is good and contributes significantly to the above average standards achieved. Teachers have a good understanding of the National Numeracy Strategy and teach it effectively. There is a strong emphasis on the teaching of mental arithmetic and multiplication tables.
23. The teaching of information and communication technology is satisfactory. The school has an 'ICT-Suite', but it is only large enough for half a class. This presents teachers with

management difficulties as the other half of the class have to work in the library supported by a learning support assistant. The 'ICT-Suite' has no facility whereby teachers can demonstrate by projecting onto a large screen, which means even half a class have difficulty in following instructions on a monitor. Teachers use classroom-based computers effectively to support pupils' learning, particularly in applying skills taught in the 'ICT-Suite'.

24. The teaching of pupils with special educational needs is good, although the needs of a small minority of boys with behavioural difficulties are not fully met. However, the headteacher has planned an in-service training day to address this particular issue. In lessons, pupils receive good support from teachers and learning support assistants, which contributes to the good progress they make. Each morning, the co-ordinator for special educational needs teaches the lower Year 5 and 6 mathematics set (pupils are grouped by ability). In addition, she teaches the Literacy Hour to pupils in Year 6 who are on the school's register of special educational needs or who benefit from her additional support. This regular and consistent teaching is having a positive effect on pupils' progress in lessons and over time.
25. The teaching of pupils with English as an additional language is good. They are supported effectively by their class teachers and the headteacher, who keeps a very close eye on their progress. At the time of the inspection, none of the pupils were at an early stage of language acquisition. Currently, the school has an advertisement placed for a part-time teacher to support these pupils, having been let down by the person who was appointed. The headteacher is monitoring their progress carefully to ensure that their learning needs are fully met until a teacher is appointed.
26. In the best lessons, teachers show confident subject knowledge, which is passed onto pupils with interest and enthusiasm. In a Year 6 literacy lesson based on the story of 'I am David', the teacher's enjoyment and awareness were evident. She read an extract with very good expression, which held the attention of pupils. Through good questions, such as "What did he want more than his own freedom?", the teacher successfully developed pupils' comprehension skills. Lessons are planned carefully and take into account the differing learning needs of pupils. For example, in a Year 2 literacy lesson, more-able pupils were given the task of writing their own descriptions of the 'Rainbow Fish'. A learning support assistant was used effectively to support a less-able group who were reinforcing their understanding of the 'ow' sound. The teacher and another support assistant supported average ability groups with their reading skills, focussing on comprehension and the accurate use of punctuation. In this lesson, all pupils were challenged and made good progress; concentration was good.
27. Where teaching is strong, the middle part of lessons is managed particularly well. Teachers make it very clear to individuals, pairs or groups exactly what they have to achieve, often reminding them of the lesson objective. In a very good Year 6 literacy lesson on adverbs, the teacher set very high expectations. The class were left in no doubt when she told them, "I want to see you use a dictionary and a thesaurus – and think about your handwriting and presentation". The quality of work which resulted was impressive, with one boy showing good use of a thesaurus by changing the sentence, 'The old man limped slowly' to 'The old man limped painstakingly as he had broken his ankle'.
28. The final or plenary part of the lesson is used effectively to assess pupils' learning and to consolidate the key knowledge, skills and understanding taught in the lesson. For example, in a literacy lesson in Year 2, the group working on finding 'ow' words shared their list with the class. The teacher was able to assess their understanding, and pupils' speaking and listening skills and self-esteem were improved by reporting back to the rest of the class.
29. In the majority of lessons, teachers manage pupils well and relationships between pupils and teachers are very good. However, on occasions the behaviour of a minority of boys is not

effectively managed, with the result that lessons are disrupted and insufficient progress is made.

30. Teachers use resources effectively to support pupils' learning, including displays, artefacts, learning support assistants, visitors and educational visits. The quality of teachers' marking is inconsistent and does not always guide pupils in their learning. In addition, marking does not consistently reinforce sufficiently high expectations of handwriting and presentation of work.

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

31. The school's curriculum meets the requirements of the National Curriculum and religious education. The school plans an interesting curriculum that is very well supported by a variety of stimulating extra-curricular activities. Personal, social and health education (PSHE) is a strong feature in the school. Homework is well established and links effectively with ongoing work in the classroom. The strengths of the curriculum are mathematics, art, religious education, history and spiritual, moral, social and cultural education. The curriculum for children in the Foundation Stage is good, which is an improvement since the last inspection. The school has addressed successfully the key issue to improve provision for children at this stage of education.
32. Since the last inspection, the school has worked hard and successfully to provide better support and guidance for all teachers in music and design and technology. There are detailed schemes of work for each subject and the school timetables specialist teaching for music and physical education. As a result, pupils' learning and enjoyment of these subjects have improved. All curriculum co-ordinators know the strengths and weaknesses of their subject. This information is used effectively to support school improvement planning. However, the school has no policy for teaching more-able pupils and this is a contributory factor to standards not being as high as they could be in English and science.
33. The school uses the national strategies for literacy and numeracy effectively. This has led to setting (grouping by ability) across Years 5 and 6 in mathematics, which supports effectively pupils with special educational needs and the more able. Speaking and listening skills are well developed across the curriculum. Pupils are confident speakers and listen with interest to each other.
34. The provision for pupils with special educational needs is good. The school complies fully with the Code of Practice<sup>1</sup>. It has identified the need for and planned an in-service training day to raise awareness of meeting the needs of pupils on the school's register of special educational needs who have specific behaviour needs. Individual education plans contain clear, detailed and specific targets against which pupils' progress can be measured.
35. The provision for pupils with English as an additional language is good. Currently, the headteacher is closely monitoring their progress until the appointment of a support teacher is made. Teachers support pupils effectively in lessons and this contributes to their good progress.
36. The school is working hard towards achieving the 'Healthy Schools Standard Award' and includes reference to government guidelines on citizenship in the design of the school's framework for PSHE. This is linked effectively to the science curriculum. A scheme of work for sex and relationships is taught in Years 5 and 6 and supported by the school nurse. A

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<sup>1</sup> Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

useful draft policy for substance misuse is written and waiting the approval of the governors. The 'Mobile Life Classroom' visits the school site so that every pupil can learn about health and safety issues. Topics such as 'All about me' for the reception, and 'Friendships and Decisions' for older pupils, are covered. The pupils in Years 5 and 6 visit Croydon Young Citizenship Venue, which provides real-life scenarios for pupils to experience. Together, these first-hand opportunities capture the interest and imagination of the pupils and develop their knowledge and understanding of growing up and keeping safe. Pupils in Year 6 talked with authority about peer pressure and how to respond to strangers. They think and reflect on these issues and show a maturing attitude.

37. The school provides an impressive range of extra-curricular activities that take place at lunchtime and after school. Football, netball, basketball and hockey are provided for boys and girls. Recorders, chess, art, computer and gardening clubs are well supported and run by teaching staff and the school secretary. These clubs are valued and appreciated by the school community. The school has good links with partner institutions. For example, Roehampton Institute provides trainee teachers, and the police and fire brigade visit the school. Links with Selsdon Library are strong, with teachers and parents promoting 'Book Trails' and the enjoyment of books. The school enriches the curriculum by taking pupils on educational visits and a residential visit in Year 6.
38. The provision for pupils' spiritual, moral, social and cultural development is good. The school offers a rich experience to all its pupils. It has maintained this as an area of strength since the last inspection.
39. Pupils' spiritual development is good throughout the school. The quality of collective worship is good. Teachers leading assemblies successfully create an atmosphere of calm and reflection that allows pupils to think. For example, in an assembly on 'Global Friendship', pupils are invited to watch a lighted candle and think about their friends. On entering the hall, the pupils are expected to sit and listen to the music of the composer of the month and there are appropriate opportunities to join in the school prayer and singing. The reception children are invited to their very first whole-school gathering. On this occasion, the reception teacher leads a theme on 'How individuals are all different but have equal value', a sensitive and visually stimulating approach which ensured that pupils could answer questions and share their thoughts. The schools' detailed scheme for planned assemblies covers an appropriate range of topics to include religious leaders, special people from the community and celebrations from around the world. The local vicar visits the school regularly, takes acts of collective worship and talks to pupils. Spiritual development is valued and promoted across the curriculum. Each pupil is valued and listened to. In a science lesson in Year 2, 'awe and wonder' were evident as a group of pupils realised they had successfully completed the circuit. Eyes were wide and smiles expressed as the teacher listened with interest and appreciation. In a Year 3 'PSHE' lesson on 'Respect', pupils showed understanding of the dream of Dr Martin Luther King. They shared their dreams for the future and under the sensitive guidance of the teacher were able to describe qualities in each other that they respected. These included examples of 'truthfulness', 'fairness' and 'kindness'. The display of pupils' work around the school shows the care and attention given to all their efforts. Close observational drawings show an increased awareness of the beauty of nature.
40. Pupils' moral development is good. All teachers and other adults working in the school set good examples and take time to listen to pupils. Support staff constantly reinforce the values of kindness and justice and make every effort to maintain order and calmness around the school. The supervisors welcome pupils into school with gentle reminders about how to walk sensibly. 'Circle Time' is used effectively throughout the school to teach pupils about right and wrong. This has strong links with spiritual development. In Year 6, pupils are discussing a first-hand account of the 'Twin Towers' disaster. The teachers handling of this issue is



impressive as pupils offer their own reflections. One pupil commented during a discussion on death, "I would rather die trying than quickly".

41. Pupils' social development is good. The 'PSHE' curriculum fosters self-confidence and self-esteem. In lessons, pupils showed consideration for each other and the capacity to work collaboratively. Pupils have good opportunities to take on a range of duties to help them become more responsible. For example, each Year 6 pupil is a 'buddy' to a reception child. It is the responsibility of the 'buddies' to find their 'robins' during play times and spend time showing them around school and helping them play appropriately. School council members work closely with the play supervisor. Council members are voted by their peers and have to give a short presentation about how they will improve play for everyone. This provides an opportunity for pupils to make decisions that directly affect the school. The play supervisor and council members work effectively together and are a very good example of teamwork. They plan and arrange for the use of a variety of equipment to include bats, ball, stilts and skipping ropes. The play supervisor leads a range of group games to include 'What's the time, Mr Wolf?' This partnership promotes positive behaviour and play times that run smoothly and are enjoyed by all pupils.
  
42. Pupils' cultural development is good. They experience a range of modern and classical authors in literacy, such as Dick King Smith and Charles Dickens. They learn about the work of famous artists, including Picasso and Van Gogh. There are a range of visits to the local community that support the curriculum well. For example, in geography, pupils visit Selsdon High Street and Box Hill. There are a number of visitors to school, including theatre companies, the police service and the local librarian. These all increase pupils' awareness of their cultural heritage. In religious education, pupils visit the mosque in Croydon. They learn about ancient civilisations, including the Aztecs and Greece. The history, religious education and music curriculum contribute to pupils' greater understanding of the richness and diversity of other cultures.

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

43. The school provides very good care for its pupils. It makes very good arrangements for welfare, child protection, and health and safety. It has improved these, even from the good standard reported by the previous inspection. Already this term, the school has completed a health and safety audit with the local authority. It has carried out health and safety assessments. The governor with responsibility for health and safety comes to school once a week and reports regularly to the governing body. The site manager gives very good support. He and the cleaner keep the school in very good condition. However, there is a long-term health and safety concern. The 1970s open-plan design of the school and lack of insulation on the hot water pipes cause overheating in summer. The music studio and the computer suite both become very hot. As do the Year 4 and 5 classrooms in the demountable block. Such conditions make it difficult for pupils to concentrate on their learning.
44. Child protection procedures are fully in place. The headteacher is the designated teacher. Staff receive training regularly. The school takes care to ensure that all staff are aware of current issues. For example, it arranges a staff meeting for lunchtime supervisors every week. The school secretary is in charge of the very good arrangements for first aid. She has a current first aid certificate. She meticulously records any injury or illness, notifying parents if there is a cause for concern.
45. The school provides good monitoring of pupils' academic and personal development. It provides good educational and personal support and guidance for pupils. The previous report found that the school had not fully implemented its new assessment methods. Since then, it has significantly improved its systems and teachers are using them well.
46. The school's good assessment procedures came into action in September 1999. The assessment co-ordinator works hard and effectively to refine these procedures. The school fully analyses the National Curriculum tests for pupils in Years 2 and 6. Pupils in Years 3, 4 and 5 take the optional end of year tests. Pupils in Year 1 take practice tests if they are ready. Last summer, 60 per cent of Year 1 took the tests. Two pupils reached Level 3 in spelling. This level is three years ahead of the national expectation. The school keeps a detailed assessment record for every pupil.
47. Teachers make good use of the information. An analysis of the National Curriculum and optional tests shows where a significant number of pupils in the class need extra help; they identify the exact percentage. Teachers also set targets for individual pupils, use this information in their medium term planning, and relate it to each lesson. Some items are very specific, and pupils need one lesson or even a piece of homework. For example, pupils in Year 3 were unsure about spelling 'ea' and 'ie' words. Other weaknesses take longer. For several year groups the school has identified that pupils need more practice in using their mathematical skills when solving problems expressed in words. Until now, the school's emphasis has been on English and mathematics. It is extending assessment to the other subjects, introducing similar procedures for science and history.
48. Pupils with special educational needs get good support in achieving the targets on their individual educational plans. Well trained learning support assistants give them effective help in their learning. The school does not at present have any pupils with statements of special educational need. Pupils with English as an additional language are supported effectively.
49. The school monitors pupils' personal development well. It makes good use of its situation as a small school within a defined community. Teachers and assistants know pupils and their families. They exchange information effectively at staff meetings. Class teachers keep a detailed record of pupils' personal development with the pupils' academic records. The

school has a good range of ideas to help pupils mature. Members of the school council are very aware of their responsibilities to the other pupils in their class. The school makes effective use of 'Circle Time'. These sessions give pupils the chance to speak about things which concern them, and to develop a closer understanding of one another. An unusual and successful initiative is the appointment of a play supervisor. She enables pupils to get more from breaks and lunchtimes. She helps them with usual games such as soccer and cricket. Pupils play with more purpose. They accept responsibility for getting the equipment in and out of store quickly, and everyone takes turns.

50. The school has good procedures for behaviour and discipline. Its clear policy document encourages good behaviour and respect for the environment. The document needs updating. This is a priority for the school. However, pupils respond well to the school's assertive discipline policy. They are keen to win house points. They respect the 'star' certificates for high achievement in kindness and good behaviour. They avoid sanctions that lead to five or ten minutes' loss of playtime. The school has a full complement of midday supervisors. They support pupils well in the hall and the playground.
51. The school has good systems for promoting attendance and punctuality. Class teachers take registers promptly. Pupils return them to the office immediately. The school secretary contacts parents if they do not explain an absence. If a pupil is late three times within a specified period, she contacts the family. The school works hard to discourage holidays in term time. These procedures have helped the school increase its attendance in each of the past four years.

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

52. Parents have a very good opinion of the school. Selsdon Vale is a community. Parents feel that Greenvale is their school. They say it is an open school. They gave overwhelmingly positive responses to the inspection questionnaire and at the pre-inspection meeting. A mother said, "Parents are lucky to have such a good school. I was very impressed when I came to look round. All the people here go out of their way to help you". A new parent writes, 'A caring, friendly, excellent school'. Parents' main concern is the recent high turnover of teachers. Parents hope that the school has entered a period of stability.
53. There are very good links with parents. Each term class teachers and parents meet to review the children's progress. Parents can also discuss the children's annual reports in summer. Teachers of the younger pupils see them out and meet parents every day. Parents of juniors say they miss these meetings, but they can meet the teacher if they have a concern. The high quality of the school environment is a direct result of parents' involvement. More than 20 parents came in to work on 'Grounds Day' at the start of this term. Within recent years parents have redecorated large sections of the school. They built walls in the demountable area to make separate classrooms for Years 4 and 5. The school has a very active association of parents, former parents, grandparents and other friends. A sponsored walk recently provided the gazebo and markings for new netball and basketball courts in the playground. It also paid for seating beside the football pitches. Last summer the fete raised £3,000 to enhance facilities at school. Parents and pupils have planted hundreds of daffodil bulbs that will appear beside the playground next spring. They enthusiastically support music and drama performances, such as the hugely popular *Wizard of Oz* last summer.
54. The school's provision of information is satisfactory overall. Due to recent staff changes, the school did not produce a prospectus at the start of the present year. The school recognises that this is a statutory requirement. It has set a priority on publishing the prospectus within the present term. In other respects, the information is good. Each half term, class teachers send a letter showing what children will be learning, and the headteacher issues a newsletter about events. The governors' annual report is clear and informative, and meets statutory

requirements. The school plans to set up a website on the Internet. Annual reports to parents are well presented. They deal individually with what the child knows, can do and has learnt. They cover English, mathematics and science in detail. Coverage of other subjects is shorter, but relates individually to the child. At the pre-inspection meeting, a parent said that teachers wrote some reports in educational jargon. On checking last summer's reports, the inspection team found no evidence to support this comment.

55. Parents of children who are on the school's register of special educational needs are encouraged to meet with the co-ordinator for special educational needs and to attend annual reviews of their children's progress.
56. Parents make a very good contribution to their children's learning. Each week, 15 to 20 parents come in to help in classes. They hear pupils read and offer specialist skills such as cooking and artwork. A parent with computer skills helps children in the reception class. Another parent provides extra music. Parents accompany teachers on visits to study local geography and history. Parents give very good support to the school's homework policy. Even at the start of the autumn term, reception children take book bags home each night. In Years 1 and 2, pupils read frequently at home with their parents. The school gives homework to all classes each week. Parents say they know what to expect and when. Pupils are doing homework regularly and teachers are marking it.

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

57. The leadership and management of the school are very good. The headteacher is newly appointed but has already formulated a clear plan for the future development of the school. She has begun to put this into operation and has successfully communicated her ideals and plans to the rest of the staff. Consequently, the school is beginning to move forward with a common purpose. The senior staff provide good support in implementing the clear educational direction she provides. They work together most effectively, and set the tone for the school's positive learning atmosphere and sense of community. With the support of governors and a strong staff team, they are successfully developing the quality of education that the school provides. Effective leadership and management are evident in the successful implementation of the national strategies for literacy and numeracy, and in the thorough analysis of the school's performance in order to identify priorities and set targets for the future.
58. Co-ordinators make a very effective contribution to the development of their subjects. They review policy and resources, provide guidance for other staff, monitor teachers' planning and assess the quality of work produced by the pupils. All co-ordinators have produced action plans for their subjects, outlining the planned development of the subject. This commitment to continued improvement is a major factor in the good progress that is achieved in most subjects. The staff work very well together, sharing ideas and supporting each other. This readiness to learn and to improve is an important factor in the school's capacity to develop further.
59. The governing body has developed a very effective structure of committees with clearly defined terms of reference. The experienced and knowledgeable chair of governors is committed to the school, has a clear knowledge of the role and responsibilities of the governing body and works very well in close partnership with the headteacher. He is well supported by the rest of the governing body, who are equally committed to the school. The school fully complies with statutory requirements, except in its failure to provide a prospectus. This has already been identified as an oversight by the school and plans are in place to rectify it. Regular meetings are held to keep governors fully informed on all matters relating to the school. The governing body is suitably focused on the important issues of maintaining high standards, pupils' progress and ensuring value for money. The budget surplus in 2001

has been used to improve resources for information and communication technology and refurbishing the playground and toilet facilities within the school.

60. The school has clear aims and values, which are consistently reflected in the school's policies and practice. There is a good ethos, pursuing high standards across a broad and interesting curriculum and encouraging enjoyment in learning. This positive ethos is also reflected in the very good relationships and the commitment to providing equal opportunity for all pupils to make progress. The enthusiasm and hard work of the teaching and support staff create an interesting and stimulating environment for the pupils.
61. The school plans very well for its future development. The action plans prepared by the subject co-ordinators are combined to produce a school development plan. This clearly identifies appropriate priorities, includes a realistic timescale and sets out criteria by which the success of the individual initiatives will be judged. The school is prepared to try new initiatives to raise standards. 'Setting', whereby classes are taught in groups based on their prior attainment, has been introduced for some lessons in Key Stage 2. This is having a positive impact by focussing teaching more directly on the needs of individual pupils. Plans are currently being formulated to further improve the accommodation and to realise the potential of the school grounds.
62. The previous inspection report indicated significant strengths in the leadership and management of the school. These have been maintained and built on since that time. This has been accomplished despite further significant changes to the school curriculum and several changes of staff. The school has responded positively to new challenges, and the headteacher has a clear vision for further improvement. The thorough planning to realise this vision and the commitment of all concerned indicate that the school is very well placed to improve further.
63. The newly-appointed co-ordinator for pupils on the school's register of special educational needs is providing good leadership and management in the subject. She works closely with colleagues, including learning support assistants, to support pupils' learning. However, she currently has a very small office, which is partitioned by a curtain and does not afford privacy, particularly when interviewing pupils and parents. In addition, she has no computer on which to maintain records.
64. The school has good staffing. Teachers have an appropriate range of qualifications and experience. The previous report noted the lack of a teacher with expertise in music. The school now has a part-time specialist music teacher. At the pre-inspection meeting, parents were concerned about the high turnover of staff in the previous year. The situation is now more stable. The new headteacher and two other teachers on permanent posts joined at the start of this autumn term. One class will have a teacher on a long-term temporary contract until the end of the present academic year. The school has increased the number of classroom assistants and invested in their training. It has recruited a playground supervisor. This helps pupils get more enjoyment and a wider knowledge of games. It takes pressure off teachers and other staff at break times.
65. The school has good accommodation. It has extensively refurbished its buildings since the previous inspection. Three classrooms in the main building and two in the demountable are now separate from the 1970s open-plan layout. One classroom remains partly open plan. Another is subject to others passing through at the end of lessons. The school has a large hall. At present it has junior and infant libraries, but neither provide opportunities to display the books attractively. The outside environment is magnificent. The school is situated among attractive woods and wildlife. It has a well-marked playground, and a large field with two games pitches. The school has a good reception classroom, with a canopied separate outside area for play and learning in the Foundation Stage.

66. The school has satisfactory resources overall. They are good in art. For history, there are artefacts from the local teachers' centre and a wide range of computer software. This is in shorter supply in other subjects. Many fiction and non-fiction books in the library are out of date. The school has too few modern books. It has recently acquired more computers, but cannot use them effectively. The computer suite cannot take more than its present stock of seven computers. This makes it possible for only half a class to use the suite. Children in the Foundation Stage have good resources, but there is a shortage of apparatus for large construction. Playground equipment is good in quality and quantity because the 'Friends' association' has supplemented it generously.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards and improve the quality of education, the headteacher, staff and governors should:
- (1) improve standards in English and science, particularly for boys, by:
    - in English, the effective implementation of the school's own existing action plan; by ensuring that teachers reinforce expectations that pupils apply their literacy skills when writing in other subjects and by providing more interesting and challenging reading material for boys;
    - in science, by challenging more-able pupils, especially boys, and by providing more opportunities for investigative and experimental science; (paragraphs 2-4, 7-8, 75, 78-81, 86, 95-96)
  - (2) improve pupils' handwriting and presentation skills through rigorous monitoring of pupils' work on a regular basis; (paragraphs 21, 30, 81)
  - (3) improve the quality of teachers' marking by rigorous monitoring of the writing, implementation and application of the school's marking policy; (paragraph 30)
  - (4) improve the provision for more-able pupils by writing a policy for the identification and teaching of these pupils; (paragraphs 12, 32, 75, 83, 95)
  - (5) improve the use of the library and the management and organisation of the 'ICT-Suite' to support pupils' learning. (paragraphs 23, 66, 85, 123, 126)

In addition, the governing body may wish to include the following for possible inclusion in its action plan:

- ensure that, following the in-service training day on behaviour management, consistent procedures are put in place to support those pupils on the school's register of special educational needs with behaviour difficulties; (paragraphs 14, 29)
- ensure that the school writes a prospectus to meet statutory requirements; (paragraphs 54, 59)
- provide more large construction apparatus for pupils in the Foundation Stage. (paragraphs 66, 73)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	15	25	11	1	0	0
Percentage	2	28	47	21	2	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	215
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	61

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	12	12	12
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	87 (88)	87 (84)	87 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	12	12	12
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	87 (84)	87 (84)	87 (84)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest 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
	2000	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	10	11	12
	Total	21	21	24
Percentage of pupils at NC level 4 or above	School	78 (86)	78 (86)	89 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	10	11	12
	Total	20	21	24
Percentage of pupils at NC level 4 or above	School	74 (86)	78 (86)	89 (90)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	2
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	0
White	173
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	23
Average class size	31

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

Total number of education support staff	10
Total aggregate hours worked per week	161

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1.2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	2001/2001
	£
Total income	532,155
Total expenditure	515,610
Expenditure per pupil	2,376
Balance brought forward from previous year	61,416
Balance carried forward to next year	77,920 <sup>2</sup>

<sup>2</sup> The reasons for the budget surplus are explained in paragraph 59.

## Results of the survey of parents and carers

Questionnaire return rate 34.4%

Number of questionnaires sent out	215
Number of questionnaires returned	74

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	4	0	0
My child is making good progress in school.	47	50	3	0	0
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	30	64	4	1	1
The teaching is good.	50	49	0	0	1
I am kept well informed about how my child is getting on.	39	54	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	71	28	1	0	0
The school expects my child to work hard and achieve his or her best.	65	33	1	0	1
The school works closely with parents.	49	50	1	0	0
The school is well led and managed.	46	44	1	1	8
The school is helping my child become mature and responsible.	44	53	0	0	3
The school provides an interesting range of activities outside lessons.	37	47	12	1	3

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

## **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

### **Personal, social and emotional development**

68. At the time of the inspection, children had been in the reception class for a few weeks. As a result of very good teaching, including the support from the nursery nurse and the learning support assistant, children are happy, secure and confident in the day-to-day routines of the reception class. In addition, they are confident, for example, in taking registers to the office and spending time looking at books with their 'buddies' from Year 6. Teachers reinforce strongly in whole-class sessions that children sit quietly on the carpet and listen attentively when an adult is speaking. They are expected to listen to each other and to take turns when asking questions and not to 'all call out at once'. Children form good relationships with all adults and with each other. They are confident in working on activities with an adult and equally happy when working on activities that they choose for themselves. Children concentrate well and make good efforts to finish tasks given by an adult or those they choose themselves. By the end of reception, children exceed the expectations of the Early Learning Goals.

### **Communication, language and literacy**

69. Children make good progress in this area of learning as a result of very good teaching and, by the end of reception, they exceed the expectations of the Early Learning Goals. Teachers and adults teach key reading skills very effectively. Children are introduced to letter sounds (phonics) and are confident in recognising words beginning with, for example, 'b'. Children enjoy looking at books and know they are read from left to right. They talk enthusiastically about the pictures and characters, and adults encourage them to use the pictures to help them tell the story. By the end of reception, most are established on the school's reading schemes. Children enjoy having a 'Book Bag', which they take home, and they change their reading books regularly. They enjoy retelling stories, including their version of 'We're Going on a Bear Hunt', which became 'We're Going on a Rabbit Hunt'. Teachers prepared a walk around the school site for the 'Rabbit Hunt', and children benefited from the experience of 'stomping across the playground' and 'swishing through the grass'.
70. Children understand that the marks they make on paper are 'writing'. Although early in the year, a small number write their names unaided, with others making a determined effort to do so. Children know that you write for different purposes, including birthday cards and shopping lists. They are taught how to form their letters correctly and many clearly enjoy their writing opportunities. By the end of reception, most write their own name unaided and write simple sentences accurately with capital letters and full stops.

### **Mathematical development**

71. Teaching is very good and contributes significantly to the good progress made. By the end of reception, children exceed the expectations of the Early Learning Goals. They read, write and order numbers to 10 confidently. Through looking at the calendar each day, children learn the days of the week and the months of the year. In looking at the date, they learn to read numbers to 31. Children develop a good understanding of two- and three-dimensional shapes. During the inspection, they made good progress in understanding when they had to sort shapes into 'cubes' and 'non cubes' or into 'cylinders' and 'non cylinders'. Children develop a good knowledge of comparisons in measures; for example, by deciding which shape is 'the tallest' and which is 'the shortest' and then putting them in order from 'tallest' to 'shortest'.

## **Knowledge and understanding of the world**

72. Progress is good and children exceed the expectations of the Early Learning Goals by the end of reception. Teaching is good and teachers provide an interesting range of activities to develop pupils' understanding. In science, children use magnets to discover which materials are 'attracted' or not 'attracted'. In information and communication technology they are confident in using the mouse, for example to 'click and drag' items across the screen to 'dress a teddy'. Early design and technology skills are developed successfully when children select 'junk' materials for their giraffe models and then decide which joining techniques they will use, for example, glue or masking tape. Children develop their understanding of the world around them by going on a walk in the school grounds.

## **Physical development**

73. As a result of good teaching and a well planned variety of activities children make good progress and exceed the expectations of the Early Learning Goals by the end of reception. At present, children have a morning break separate from the rest of the school and they benefit from using the playground for riding on bicycles and tricycles. In addition they enjoy working with the 'play supervisor' and join in enthusiastically in playing 'What's the time, Mr Wolf'. In the secure area, children have good opportunities to throw and aim at a target, and reinforce their number skills by scoring 'two', 'five' or '10' points. Children have regular lessons in the school hall where they develop successfully early skills in music and movement, and gymnastics. They have good opportunities to work with small construction kits, although there are insufficient large construction toys for them to use. Skills in cutting and sticking are good.

## **Creative development**

74. Children make good progress and by the end of reception exceed the expectations of the Early Learning Goals. Teaching is good and children are provided with a good range of experiences to develop their creative skills. Many opportunities are provided for role-play, including bathing the baby, where lots of water and 'baby powder' are used. The babies are washed very thoroughly. Children develop skills successfully in painting, using a variety of brushes, and most know their colours. They enjoy printing and making collages. Children enjoy singing and joining in with the actions for familiar rhymes and songs.

## **ENGLISH**

75. By the end of Years 2 and 6, standards in speaking, listening, reading and writing are average. Girls achieve much higher standards than boys. Standards in reading and writing are not high enough and the school is aware of this; the co-ordinator has written a detailed action plan to address the issue. The main factors which impact on standards not being high enough are:
- previous weaknesses in the quality of teaching, evident from looking at pupils' previous work;
  - pupils spending too long on the same 'level' within the school's reading scheme;
  - teachers not reinforcing expectations that skills taught and learnt during the Literacy Hour should be applied when pupils write in other subjects;
  - inconsistencies in the quality of marking to guide pupils forward in the learning;
  - insufficiently high expectations of how pupils should present their work, especially handwriting;
  - the school having no policy for the identification and teaching of more-able pupils.
  - reading material for boys is not inspiring them as readers.

76. Across the school, pupils' with special educational needs and those for whom English is an additional language, make good progress in their learning. They are supported in lessons effectively by teachers and learning support assistants. Work is closely and carefully matched to their individual learning needs and to the targets set within their individual education plans. In Year 6, pupils benefit from the daily support, within the Literacy Hour, of being taught by the co-ordinator for special educational needs.
77. Pupils make satisfactory progress in speaking and listening. By the end of Year 2, they listen attentively in lesson introductions and are confident in asking and answering questions. In a literacy lesson in Year 2, pupils were encouraged to retell the story of the 'Rainbow Fish' in their own words and one pupil recalled, "He had silver spotted scales and other coloured ones". Such activities develop speaking and listening skills successfully and link to developing pupils' key comprehension skills in reading. Pupils are confident when talking to visitors and discussing their work. At the end of lessons they successfully develop skills in speaking to an audience when they 'report back' on their group activity. Satisfactory progress is maintained in Years 3 to 6 and, by Year 6, pupils are confident in discussing issues arising from novels, for example 'I am David'. In response to challenging questions from the teacher, such as "How did David talk to God?", pupils have to think about and articulate their answers and justify them.
78. Progress in reading is satisfactory across the school, with girls making good progress. By Year 2, pupils know how to use letter sounds and initial blends (phonics) when reading new and unfamiliar words and they use picture clues successfully to help their understanding of the story. More-able girls show interest in and enthusiasm for reading, and talk confidently about their favourite books. One girl said, "I like 'The Big Pig Book' by Dick King-Smith. It's very interesting and very exciting". Pupils of average ability show less enthusiasm and are hesitant in reading, particularly boys. By the end of Year 2, most pupils know and explain the term's 'author', 'illustrator', 'fiction' and 'non fiction'.
79. In Years 3 to 6, girls make good progress in reading, with boys making satisfactory progress. By Year 6, girls show a much greater interest in and enthusiasm for reading than boys. More-able pupils, especially girls, read fluently, confidently and with good expression, although they struggle with words such as 'writhing'. They recall plot and characters successfully and refer back to a specific character or incident in the text. Pupils of average ability read fluently, but expression is not well developed. Most pupils understand how to use an index, but some do not fully understand the term's 'contents' and 'glossary'. Pupils are reasonably secure in using the school library when carrying out research, for example, into the Victorians, and many talk confidently about using the Internet for research. Pupils say that they use the local library, and during the inspection a librarian presented over 70 certificates to pupils who had taken part in a 'Book Trail' during the summer holidays.
80. Progress in writing in Years 1 and 2 is satisfactory. In handwriting, progress is good and evidence shows that the handwriting skills taught are applied when pupils write in English and in other subjects. Most pupils write in a joined style, with correctly formed letters. Pupils write successfully for a range of purposes and in other subjects, with spelling and grammar often accurate, but not consistently so. In Year 1, in work linked in science to 'Light and Dark', a pupil wrote, 'Sparklers glow in the dark because there are no other light sources'. In Year 2, in reports of their holidays, pupils use their handwriting skills successfully and punctuation is accurate. They present good lists showing appliances which are 'mains' or 'battery' powered in work linked to 'Electricity'. Pupils write their own reference books, for example on 'Snails', complete with a contents and index. However, evidence, particularly from the previous year's work, indicates that pupils have insufficient opportunities to write 'at length', both in English and in other subjects. This resulted in none achieving the higher Level 3 in writing and 63 per cent achieving Level 2b<sup>9</sup> or below.

81. In Years 3 to 6, progress is satisfactory in writing, but unsatisfactory in handwriting. In handwriting, particularly on the evidence of last year's work, pupils showed 'immaculate' skills in their handwriting exercise books, but they made little or no attempt to use these skills when writing in English or other subjects. The headteacher and the English co-ordinator are very aware of this weakness and there is a determination to improve this area as a matter of urgency. In Year 6, pupils receive frequent and strong reminders that handwriting and presentation matter. They have satisfactory opportunities to use their writing skills in other subjects, but the application of spelling, punctuation and grammar skills is inconsistent. For example, in an activity on writing holiday postcards, one pupil wrote, 'haveing a grate time'. In a lesson observed, pupils in Year 6, although confident in the use of speech marks, were still insecure in the use of question marks and exclamation marks.
82. Pupils use information and communication technology skills successfully to support their work in literacy. In Year 1, pupils are confident in using 'click and drag' to match the correct rhyming word to the end of each line of 'Hickory Dickory Dock'. In a lesson observed, they made good progress in using the 'text' feature of the programme to put in full stops and to write/edit sentences of their own. In Year 4, pupils make good progress in learning the functions of a word-processing program, including how to use the 'spell-check' facility in preparation for writing a newspaper front page. In work linked to science on the 'Sun, Moon and the Earth', pupils in Year 6 use the results of their research to present posters on which they combine text and 'clip-art' to present key facts.
83. The quality of teaching of the Literacy Hour seen during the inspection was good. Teachers have a good understanding of the National Literacy Strategy and in lessons apply it successfully. However, whilst key skills are taught successfully within lessons and pupils make clear progress, teachers are inconsistent in reinforcing their expectations that these skills should be applied, particularly when writing in other subjects. As a result, standards in reading and writing are not high enough. However, inspection evidence indicates that the headteacher, supported by the English co-ordinator, has detailed plans in place aimed at improving standards in reading and writing.
84. Where teaching is good or very good, lesson introductions are challenging; for example, in Year 6, where pupils' comprehension skills were developed through studying extracts from 'I am David'. Group work is managed effectively, with some well matched to the individual learning needs of pupils. Pupils with special educational needs receive good support from teachers and learning support assistants. The plenary or final session is used effectively to assess pupils' learning in the lesson.
85. The school has two libraries that are inter-connected. Both are used regularly, most often by the other half of the class, where the remainder are being taught in the 'ICT-Suite'. In these lessons, pupils are often expected to use research skills to support their learning, for example, in history. The range of books is satisfactory, but they are not always displayed imaginatively to capture the interest of pupils. Currently, there is no Internet access nor is the library computerised.
86. The subject is managed effectively by the co-ordinator, who has been in post for just over a year. She is conscientious and hard working and has produced a detailed action plan in order to raise standards in reading and writing. The headteacher supports her fully in this. Assessment in English is satisfactory, although reading records do not always diagnose pupils' strengths and weaknesses and this contributes to their spending too long on the same reading 'level'. As a result, some pupils read books which are 'too easy' or do not interest them; this is particularly the case with boys. Resources are adequate and used effectively to support pupils' learning.

## MATHEMATICS

87. Inspection findings show that by the end of Year 2, and particularly in Year 6, standards are good. Good teaching linked to the effective implementation of the National Numeracy Strategy makes a positive impact on pupils' learning. Boys and girls similarly enjoy mathematics and are enthusiastic during activities. They work co-operatively and show the ability to work with sustained concentration. Homework tasks are set to support learning in the classroom, for example researching and recording the duration of television programs during a topic on time in Year 4. Speaking and listening skills are used especially well when pupils explain how they solve mental arithmetic problems. Pupils are encouraged to use a good range of apparatus to support their understanding of number and measures. In Year 1, number lines and meter sticks are used for counting and comparing height. Information and communication technology is used effectively to reinforce numeracy skills and provide opportunities for collating information, for example a graph showing the results of a probability investigation.
88. Across the school, pupils' with special educational needs and those for whom English is an additional language, make good progress in their learning. They are supported effectively in lessons by teachers and learning support assistants. In Years 5 and 6, pupils benefit from the daily support within the Numeracy Hour, of being taught by the co-ordinator for special educational needs.
89. Pupils make good progress by the end of Year 2 in the use and application of mathematics in problem solving and investigations. In Year 1, they use rulers and meter sticks to compare height. In Year 2, they work out change from one pound. Pupils are taught to use the correct vocabulary. In Year 2, they learn and apply the correct terms for digital time and time recorded from an analogue clock. Pupils in Year 6 learn successfully the meaning and use of 'integers'. By the end of Year 6, there is less evidence of applying mathematics across the curriculum, and opportunities for problem solving in mathematics are limited.
90. Progress in number work is good throughout the school because:
- each lesson begins with a mental warm-up. Pupils in Year 1 count forwards and backwards in ones, with the more able counting in multiples of five and 10. Pupils in Year 4 place a range of four and five-digit numbers in order and recall times-tables facts quickly. Pupils in Years 5 and 6 round decimals up and down to the nearest whole number, with the more able ordering numbers with up to three decimal places;
  - each lesson builds on previous learning. A Year 6 set for mathematics is following a course of lessons based on fractions. An important moment requires the pupils to understand the proportions of an orange-shaped chocolate. Pupils relate fractions to the shape of the orange and to the number of segments;
  - teachers emphasise the importance of the place value of numbers. This occurs in Year 2, when pupils add 10 to two and three-digit numbers and understand the pattern of increasing value. The more able extend this to include four-digit numbers. In Years 5 and 6, pupils apply their knowledge of numerators and denominators to fractions. In Year 6, the more able discuss the value of each number in decimal notation;
  - the plenary is successful in assessing and celebrating learning. In Year 2, the pupils were asked to read aloud times from an analogue and digital clock. The plenary is used well to praise pupils, for example "Well done! You have worked very hard", which raises pupils' self-esteem and confidence.



91. In work on shape, space and measures, progress is good. In Year 1, pupils use the correct vocabulary to compare the height of objects. By Year 2, pupils use and apply the language of position and direction; they record 'clockwise' and 'anti-clockwise' on a plan of the school grounds. They recognise 'right angles' correctly. By Year 4, pupils measure the perimeter of a rectangle, with the more able applying the formula of doubling the lengths of equal sides. By Year 6, pupils draw with accuracy the 'nets' of three-dimensional shapes. They use protractors to measure angles accurately.
92. Pupils make satisfactory progress in work on handling data. By Year 2, they are successful in collecting information using tally charts. They construct graphs, for example, to 'Show the most common dice throw' from a probability investigation. In Year 4, pupils investigate catalogue prices for a range of goods for homework and present information in chart form. By Year 6, they collect information in the field whilst visiting Selsdon. They carry out a traffic survey and construct graphs back in the classroom.
93. The quality of teaching is good and sometimes very good and makes the most significant contribution to the good standards achieved. Good and better teaching includes:
- clear planning which is based on the National Numeracy Strategy and previous learning which had taken place. In a Year 6 set, the teacher had adapted planning on fractions to provide more work on the fractions of numbers;
  - making the purpose of the lesson explicit. Teachers write the lesson focus on the board and explain what will happen; for example, in Year 4, "We are going to read and write whole numbers to 10,000", and in Year 2, "We are going to learn how to read the time using digital and analogue clocks". The pupils understand the purpose of the lesson, which prompts quite spontaneous sharing of their knowledge; for example, "I can count to 1000" and "My alarm clock is a digital clock";
  - clear explanation and questioning. In Year 6, the effective explanation of an 'integer' enabled the pupils to use it successfully within the lesson. Pupils can round '1.37 to the nearest integer 1' with confidence. The teachers' questions promote thinking and discussion; for example, "I think the 0.342 comes in between 0.339 and 0.357 because the four hundredths lies between three and five hundredths";
  - high expectations of work; for example, in Year 1, "I want you to come and sit smartly and count together". In Year 6, pupils know how to set out their work and what task they are expected to complete; for example, "I want this group to be starting their extension activity by the end of the lesson". As a result, pupils work confidently and co-operatively.
94. The newly-appointed co-ordinator provides a very good example of effective teaching. Thoughtful reflection about the strengths and weaknesses of pupils' learning is well supported by the assessment co-ordinator. The organisation of setting in Years 5 and 6 ensures that work is well matched to all ability levels. The knowledge of areas for development has informed the action plan and the school improvement plan. Together with good teaching and the positive attitudes of pupils, the National Numeracy Strategy has contributed to the good progress made since the last inspection.

## SCIENCE

95. Standards in science are average at both key stages. This was also the finding at the time of the last inspection. Most pupils reach the standard expected for their age, but some are capable of doing better, especially more-able pupils. Girls achieve higher standards than boys. Indications are that the work produced in the past was not of a

sufficiently high standard and that teachers did not set high enough expectations of what pupils were capable of achieving. This weakness has been addressed and pupils are now working well. In lessons observed during the inspection, pupils made good progress and teachers were clearly striving to raise standards. Pupils' with special educational needs and those for whom English is an additional language, make good progress in their learning. They are supported in lessons effectively by teachers and learning support assistants.

96. Standards in experimental and investigative science are comparatively low because in the past pupils have undertaken too little of this sort of work. There is evidence that this shortcoming is being rectified and more investigative work is taking place. However, much of this work is still providing too few opportunities for pupils to pose questions and devise and conduct experiments to find the answers. Some good examples of investigative work were observed nevertheless. In Year 2, pupils had investigated the effects of rolling a toy car down a ramp and varying the angle of slope. This provided them with valuable insights into what constitutes a 'fair test'. However, the lack of investigative work over time has resulted in pupils having had only limited opportunities to practise their mathematical skills by careful measurement and displaying their findings through graphs and charts. Similarly, literacy skills are not promoted by pupils having the opportunity to write reports on their investigations. There is evidence of this starting to happen, but it is not sufficiently widespread throughout the school. Similarly, teachers are beginning to make increased use of information and communication technology to aid learning. Language skills are promoted well through the use of scientific vocabulary. Teachers introduce this appropriately and pupils take pleasure in being able to use the correct terminology to describe what they are doing.
97. Standards in other areas of science, which are dependent on knowledge, are higher. Having a good general knowledge, which they apply to their science work helps pupils. For example, in Year 2, pupils describe conditions basic to animals' and plants' survival and know that living things grow and reproduce; in Year 6, pupils correctly name the major organs of the human body. Older pupils use appropriate scientific terminology to describe changes in materials. They know that materials can be changed and that some changes are reversible whilst others are not. More-able pupils understand that methods such as filtration can be used to separate mixtures. Their knowledge of physical processes is developing satisfactorily. Pupils show a sound understanding of forces, such as gravity, and begin to apply their knowledge and understanding to make sensible predictions. They understand that objects may be subject to more than one force at a time, and make generalisations and predictions based on their scientific knowledge and understanding.
98. The quality of teaching observed during the inspection was good. Lessons are well planned and have a clear purpose. All teachers have a sound subject knowledge, which results in them being able to provide clear explanations. All lessons contain good direct factual teaching. The most successful lessons also involve the pupils in practical activities. A Year 1 lesson on 'light' struck a very good balance. Pupils were encouraged to predict which type of material would be visible without light. They were then able to see for themselves that nothing is visible without the presence of light. The teacher then clearly explained the reasons for this. In a Year 2 lesson, pupils discovered that a circuit needs to be complete for electricity to flow through it. Here, the teacher effectively extended their knowledge and understanding by illustrating how some materials, in this instance plastic, will not conduct electricity. As a consequence of this good teaching pupils of all abilities are now progressing well. The good teaching is also characterised by a brisk and lively pace. This was illustrated in a Year 3 lesson on teeth. The pupils gained considerable factual knowledge as the teacher's lively style motivated them to want to listen and learn. However, other evidence indicates that teaching has not been

consistently of this high standard in the past. An examination of past work indicates that it is not of sufficiently high quality and sometimes not sufficiently focused on the requirements of the National Curriculum. For example, pupils last year undertook extensive work on the solar system. Whilst this was undoubtedly of some benefit, it was at the expense of other important areas that were not covered in sufficient depth. The school now has procedures in place to ensure that pupils follow a balanced curriculum, which will cover all necessary aspects of the subject.

99. The co-ordinator is enthusiastic and committed to raising standards. She has a good understanding of the strengths and weaknesses and has formulated an appropriate action plan. A system of rigorous monitoring of standards and teaching has been put in place and the school is very well placed to improve further.

## **ART AND DESIGN**

100. Standards in art are very good throughout the school and well above the standards expected for the pupils' ages. This was also the finding at the time of the last inspection. Since that time there have been major changes to the curriculum and it is a significant achievement to have maintained this high level of performance. From their early days in the school, pupils are given opportunities to paint and draw, both what they see and what they imagine, using a range of materials and media. They experiment with colour and use their knowledge to produce attractive illustrations, often to support their work in other subjects. Year 3 pupils, for example, produced Roman mosaics as part of their history work. Younger pupils use the computer to produce colourful patterns, developing their awareness of both pattern and colour whilst gaining familiarity with the functions of the computer.
101. The after-school art and textiles clubs further enhance standards. These are popular with the pupils and provide additional opportunities for them to learn and practise techniques.
102. The quality of observational drawing is a strength. Pupils are taught to practise and refine specific techniques using their sketchbooks, and most produce work of high quality. Another strength is pupils' bold and imaginative use of colour. From a young age pupils are encouraged to experiment with their use of colour and to seek the exact shade to create the desired effect. Three-dimensional work is also of good quality. Pupils in Year 2, for example, have produced very attractively designed clay tiles. The school places a high value on art, and pupils' paintings and drawings are displayed carefully. The quality of these displays does much to create a warm and colourful environment. Appropriate emphasis is given to the enjoyment to be derived from art, and many pupils unhesitatingly name it as their favourite lesson.
103. In addition to their practical work, pupils also learn about famous artists and use examples of their work for inspiration. Year 4 pupils produced paintings in the style of the Impressionists, and Year 6 pupils produced work based on repeating patterns after studying the work of William Morris. Other artists whose work has been used as a source of inspiration include Kandinsky and Lowry. The range of artists studied makes a valuable contribution to pupils' cultural development.
104. It is not possible to make a judgement on the overall quality of teaching as only one lesson was seen. This was of good quality. It is apparent from the quality of past work that pupils have been taught well. There is clear development in skills and the mastery of technique as pupils' progress through the school. An examination of teachers' planning shows that work is planned to build on what pupils already know and can do. Consequently, pupils of all abilities progress well.

## **DESIGN AND TECHNOLOGY**

105. Standards are satisfactory by the end of Year 2 and Year 6, and pupils, including those with special educational needs and those with English as an additional language, make steady progress. Boys and girls achieve equally well. Pupils make sufficient gains in knowledge, understanding and skills as they move through the school. This is an improvement since the last inspection when standards in junior classes were below expectations for pupils' ages.
106. The school is working hard to improve standards. The revised content of the curriculum is in line with national guidelines, and the introduction of class 'Process Diaries' ensures that all pupils make satisfactory progress in all areas of the curriculum. The scheme of work takes into account the 'minor' and 'major' topics, making effective use of time and resources. For example, in Year 2, pupils make sandwiches, and in Year 4, pupils design and make purses. In Years 1 and 2, pupils investigate the properties of different materials, producing simple, but appropriate design drawings and learning how to use different tools for making things. In Year 1, pupils work with construction kits and manipulate moving levers. They use this knowledge to find out further about 'hinges' and joining techniques. The teachers detailed and effective planning ensures that pupils take time to investigate examples of moving parts in the classroom and at home. When the teacher shows examples of containers to the pupils it captures their imaginations as they explore the hinged mechanisms. In Year 2, food technology covers a range of opportunities from making cups of tea to making sandwiches. Important links are made with literacy as pupils' record sequences of events. Teachers' effective demonstrations and clear instructions ensure that pupils work carefully and safely. In Year 1, pupils hold scissors correctly and fix and join using glue and tape to make a hinged flap. Speaking and listening are important elements of the pupils' own evaluations of their work. They praise each other's work and compliment the teacher on her efforts.
107. The work of older pupils covers an interesting range of topics from 'moving monsters' in Year 3 to making slippers in Year 6. Pupils work with textiles, junk and wood. They record all the stages of design and making in the 'Process Diaries'. Pupils with special educational needs are supported in writing and the more able are expected to record their evaluations using bullet points. Effective planning builds on the pupils' learning in a useful way. For example, in Year 6, pupils making slippers had previously explored the differences between 'functional' and 'decorative' design. They design and make a pattern successfully. Clear explanation from the teacher promotes interest as a pupil realises that his father is also making 'plans' and 'patterns' to build a boat. A 'major' project in Year 5 is making musical instruments. It begins with an effective investigation of different tuned and untuned instruments, during which pupils find out what makes different instruments work and how they might employ similar principles in their own models. This is a challenging yet enjoyable experience that gives rise to high levels of interest and involvement and so promotes effective learning.
108. Progress throughout the school is satisfactory. Pupils' evaluate their work effectively, which promotes self-confidence and an interest in the subject. Strong links with art and design ensure that pupils' knowledge of materials is applied well. There is little evidence of the use of information and communication technology to generate ideas and support design.
109. Teaching is good and has a positive impact on the standards achieved. Lessons are planned appropriately with an emphasis on working safely and carefully. Teachers demonstrate techniques and clearly explain the work, which promotes interest in the topic. However, not enough time and emphasis are given to pupils generating their own original ideas. Insufficient consideration is given to the balance between designing, making and evaluating.

110. The subject is well managed with an effective scheme of work supporting the non-specialist teacher. A range of resources are readily available to staff, and a budget is identified for the year. The school has invested a considerable amount of time in training staff and monitoring the curriculum. This has improved the curriculum for all pupils and raised standards across the school.

## **GEOGRAPHY**

111. Timetable arrangements for the week of the inspection meant that no lessons were seen. However, from an observation of pupils' work, interviews with staff and discussions with pupils the standards throughout the school are judged to meet expectations for pupils of this age. Boys and girls achieve equally well. Pupils, including those with special educational needs and for whom English is an additional language, make satisfactory progress in their learning.
112. A comprehensive scheme of work supports the planning of all teachers and allows for blocks of time to be allocated to each area of study. More attention is given to the full range of knowledge, skills and understanding of the curriculum. Evidence from pupils' work shows the increased use of geographical enquiry and skills across the school. For example, in Year 2, pupils use fieldwork skills in collecting data about people's jobs in Selsdon. In Year 5, pupils collect and analyse data from a visit to the local reservoir. This leads on effectively to discussions about environmental change in which strong links with 'PSHE' promote an awareness of people's responsibility for looking after the environment. This is an improvement since the last inspection.
113. The geography curriculum makes effective links with mathematics and ICT. For example, in Years 1 and 2, map-making skills are developed alongside shape and space. Pupils make and follow maps successfully made of the school grounds. More complex map-making in Year 2 shows pupils plotting their journey to school and highlighting important land marks like the woodland area. The work shows a range of ability with all pupils making gains in learning. Pupils in Year 6 refer to atlases and globes and read and use correctly six-figure grid references. During a local study, pupils in Year 2 use computers to good effect as they examine the similarities and differences between the Isle of Struay and the local high street. Throughout the school, pupils develop a sense of place from the enjoyment of their own rich environment to that researched by the journeys of 'Barnaby Bear'. A display in the school shows the effective links with literacy as pupils' write postcards from around the world. In Years 3 to 6, pupils carry out research from secondary sources to do with water and India. Insufficient use is made of information and communication technology, and the presentation of work is inconsistent across all ability ranges. Some work is unmarked. From the collected evidence it is clear that pupils in Years 1 and 2 make better progress than in Years 3 to 6, where the application of skills and enquiry is inconsistent and does not build sufficiently well on previous learning. Pupils' attitudes to geography are positive. They particularly enjoy educational visits and the Year 6 residential visit. They talk confidently about their experiences. This has a positive impact on their learning.
114. The recently appointed co-ordinator leads the subject well and has a clear understanding of the strengths and weaknesses across the school. Recent evaluation of the scheme and the introduction of the teacher assessment record help to inform the planning of the next topic. The subject portfolio of photographic evidence with additional notes on levels is a very useful tool to support planning and assessment. An area for development is the use of the school grounds, in particular the 'animal enclosure'.

## **HISTORY**

115. By the end of Year 2, standards meet expectations for pupils of this age. All pupils make satisfactory progress in their learning. By the end of Year 6, standards exceed expectations, and progress in learning is good. Pupils with special educational needs and those for whom English is an additional language make good progress in their learning. Boys and girls achieve equally well.
116. Pupils make satisfactory use of literacy skills, with reading research skills, when they use the library, CD-ROMs and the Internet. When writing, pupils do not consistently apply skills taught in literacy, particularly spelling and punctuation. The quality of handwriting and presentation is inconsistent.
117. By the end of Year 2, pupils show a satisfactory understanding of key people and events from the past, including Florence Nightingale and the 'Great Fire of London'. They show accurate skills in sequencing the events surrounding the 'Fire'. Pupils develop satisfactory skills in examining similarities and differences between their lives and those of people in the past through the study of 'old' and 'new' toys and homes.
118. In Years 3 to 6, pupils make good progress in their understanding of chronology and the skills of historical enquiry. They make good use of information and communication technology, including CD-ROMs and the Internet. By Year 4, pupils show a good knowledge of the Tudors and from their research, for example, compare the day-to-day life of a monarch with that of a commoner. In Year 5, pupils show a good understanding of life in Ancient Greece, including life in the army and the importance of the theatre and plays in the culture. In Year 6, pupils use research skills particularly well to investigate life in Victorian Britain, for example in comparing the lives of the 'rich' and the 'poor'.
119. Teaching is good and contributes successfully to the good progress made and to pupils' interest and enjoyment of the subject. Teachers show good subject knowledge and use resources, displays and artefacts to stimulate and inspire pupils in their learning. However, teachers are inconsistent in reinforcing expectations in relation to the use of literacy skills, handwriting and presentation. There is a strong expectation that pupils use the school library, the local library, CD-ROMs and the Internet for their historical research.
120. The subject is managed effectively by the co-ordinator. Resources are adequate and are supplemented from the 'loans service' of museums and the local education authority.

## INFORMATION AND COMMUNICATION TECHNOLOGY

121. By the end of Years 2 and 6, standards meet expectations for pupils of this age. Progress for pupils, including those with special educational needs and those for whom English is an additional language, is satisfactory. There is no significant variation between the standards achieved by boys and girls.
122. Pupils apply their skills in information and communication technology satisfactorily in other subjects, including literacy and numeracy. Pupils make good progress in linking their word-processing skills to work in literacy, for example by using the 'spell check' facility to check spelling mistakes in their writing. In numeracy, older pupils use spreadsheets correctly to compare temperatures in a range of cities across the world. In science in Year 2, pupils create imaginative posters in which they show appliances which are mains or battery powered.
123. The school used its NGfL (National Grid for Learning) funding to create an 'ICT-Suite' and all teachers have received their NOF (New Opportunities Funding) training. Whilst the 'ICT-Suite' is of benefit to pupils and contributes successfully to their learning, it is only big enough to teach half a class. In addition, it has no large screen or capability with which teachers can demonstrate key skills other than by pupils watching a computer monitor. Even with half a class this is difficult. In addition, when the teacher is teaching in the 'ICT-Suite', the rest of the class work in the inter-connected libraries with a learning support assistant. Whilst this is not unsatisfactory, it does present teachers with additional management issues. Evidence confirms that the NOF training has had a positive impact on teachers' confidence and skills in teaching the subject.
124. By the end of Year 2, pupils are secure in the key skills of loading, saving and printing their work. Keyboard and mouse control skills are satisfactory. In Year 1, pupils are confident in the use of 'click and drag' to create maps of imaginary towns and know how to use the 'text' feature of the program to add their names or sentences to their work. By Year 4, pupils develop word-processing skills successfully and know how to edit text and change fonts, font sizes and colours. In a lesson during the inspection, they made good progress in learning how to use the 'spell check' facility. By Year 6, pupils use desk-top publishing skills creatively to produce fact sheets on the 'Earth, Sun and Moon' and to produce a newspaper called 'The Greenvale Gazette'. Pupils show good skills in using the layout feature of the program to create the correct style and show good skills in importing 'clip-art' to illustrate the paper. Pupils talk enthusiastically and show good understanding of using CD-ROMs and the Internet as a means of research in their learning.
125. Teaching is satisfactory, but ranged from good to unsatisfactory during the inspection. In the unsatisfactory lesson, pupils lacked concentration, particularly because they found it hard to follow teachers' demonstrations of spreadsheet skills on a small monitor. Where teaching is good, pupils are challenged effectively and make good progress in lessons. For example, in a Year 1 lesson, pupils who were using 'click and drag' to complete a rhyme for 'Hickory Dickory Dock' were given the challenge to add their names and write rhyming sentences of their own. Most discovered that they could meet the challenge by using the 'text' feature of the program.
126. The co-ordinator has been in post for four weeks. He is currently reviewing the policy and preparing the school's Internet policy for ratification by the governing body before being sent to parents. He has drawn up a clear action plan in which the main issue is to look at resolving the problems in the management of the 'ICT-Suite'. There is a good tracking system to record pupils' progress as they move up through the school.

## MUSIC

127. Only one lesson was observed during the inspection, but from visiting assemblies and interviews with staff it is clear that standards throughout the school meet expectations for pupils of this age. Pupils have regular opportunities to sing in class and in the playground. In Years 1 and 2, action songs and number songs support the teaching of literacy and numeracy. In Years 5 and 6, pupils play musical instruments and record compositions with confidence, using their own notation and musical notation. Boys and girls take equal parts in lessons. Pupils with special educational needs and those for whom English is an additional language take a full part in all musical activities and make satisfactory progress in their learning.
128. Pupils know a wide range of songs and hymns. They sing tunefully but have yet to master all the skills involved in singing in unison as a school. The newly-appointed music specialist introduces the pupils to dynamics and tempo as they learn new songs. As a result, the whole school sings joyfully and enthusiastically. Teachers have adopted the school's detailed scheme of work, which effectively supports the non-specialist. The co-ordinator for music has worked hard with support from the local education authority to put this scheme in place. The progress made by all pupils is less variable and was good in the lesson seen. This is an improvement since the last inspection. In Year 4, pupils follow instructions well, control their voices and sing in two parts. Pupils are introduced to the idea of 'timbre' and use their own voices as instruments. The teacher maintains a lively pace to the lesson that promotes high levels of participation. Pupils join in a solo performance with confidence and applause. The introduction of a composer of the month during assemblies encourages listening and appraising skills to be practised. The music of Beethoven playing becomes a focus for pleasure as pupils reflect on the assembly theme. The music curriculum is seen in other subjects. For example, in design and technology and science pupils investigate the pitch and dynamics of a range of percussion instruments. Pupils listen and appraise an Elizabethan song. They learn about historic instruments like the 'cittern' and 'rebek' and show an understanding of the way music is influenced by time.
129. As too few opportunities were available to see the full range of teaching no overall judgement can be made about the quality of teaching. However, positive features of teaching seen are:
- good subject knowledge;
  - clear planning supported by the scheme;
  - brisk pace to the lesson;
  - pupil participation.
130. There is a modest selection of instruments stored in the 'studio'. Good use is made of peripatetic music teaching to extend the experiences of a small group of pupils. A recorder club in the lower juniors is effective in teaching the reading of musical notation. These are well supported by parents. The school celebrates festivals throughout the year and includes songs from other cultures. Under the guidance of the specialist teacher plans are in place to extend the opportunities for pupils to perform through a school choir and orchestra.

## PHYSICAL EDUCATION

131. By the end of Year 2, standards exceed expectations for pupils of this age. All pupils, including those with special educational needs and those with English as an additional language make good progress in their learning. By the end of Year 6, standards meet expectations and progress for all pupils is satisfactory. In Years 5 and 6, in lessons seen, girls performed at a higher standard than boys as a result of very good concentration and



sensible behaviour. A small number of boys 'showed off', which stopped them making the progress they should. By the end of Year 6, the majority of pupils meet the national expectation of being able to swim 25 metres unaided.

132. During the inspection, dance lessons were observed in Years 1 and 2, with gymnastics seen in Year 5 and games in Year 6. However, over the school year, pupils are taught the full physical education curriculum, including outdoor pursuits. The school has identified previous weaknesses in the teaching of gymnastics and has appointed a part-time teacher to teach this aspect to Years 5 and 6. Inspection evidence indicates that this decision is having a positive impact on improving standards; for example, in Year 5, pupils are taught to put the apparatus out, which they appear not to have been taught (successfully) in the past.
133. By the end of Year 2, pupils know and explain why they need to warm up and cool down at the start and end of lessons. They show a good awareness of space when moving around the hall and change direction safely when running, hopping or skipping. In dance, pupils interpret imaginatively the theme of visiting a 'Land of Snow and Ice', by planning and performing sequences in which they make marks in the snow. For example, they take 'small light steps like a bird' or 'giant strides like a polar bear'. They create their own imaginative 'pathways through the snow' using curved, straight and 'zig-zag' movements. Their sequences showing 'ice shapes' melting are of a particularly high standard. Boys and girls take a full part in lessons and clearly enjoy their learning. They listen attentively to their teachers and to the instructions of the presenter on the taped broadcast.
134. By the end of Year 6, pupils show satisfactory technique in the development of basketball skills, with girls showing good skills. Pupils successfully control the ball and dribble it in and out of cones; passing skills are satisfactory. In Year 5, pupils make satisfactory progress in transferring floor sequences involving a balance to the large apparatus, with girls performing to a higher standard than boys.
135. Teaching is satisfactory, with the teaching of dance in Years 1 and 2 good. In most lessons, teachers lead a good warm-up session, although it is not sufficiently rigorous in all cases. Teachers manage pupils well in lessons and the majority respond immediately to the teacher's 'stop' command. Teachers ensure that pupils are dressed correctly and provide good role models by dressing appropriately themselves. There is a good emphasis on improving skills and technique within lessons, particularly when teachers move around the hall or playground and support individual pupils. Teachers have high expectations; for example, in a Year 2 dance lesson pupils were told, "I expect beautiful movements".
136. The subject is currently being managed effectively by the headteacher. Resources are adequate, with a significant recent investment made in upgrading apparatus. Pupils benefit from a good range of extra-curricular sporting activities, including football, hockey, netball and basketball. Pupils in Years 1 and 2 attend a regular 'sports club'. The school plays competitive matches in football, hockey and netball, with the school football team winning the local league in 2001. Pupils and parents enjoy the annual sports day.

## **RELIGIOUS EDUCATION**

137. Standards in religious education exceed the expectations of the locally agreed syllabus. This requires pupils to learn about Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils study significant stories from the various religions, such as 'Rama and Sita', learn about major festivals such as Christmas and Diwali, and gain insight into the significance of religious buildings in the life of a community. They are helped in their studies by going on suitable visits to places of worship and by visitors to the school who

talk about their beliefs and customs. By the time they leave the school, pupils have a broad understanding of major world religions. They identify similarities between them, and say in what ways they differ. Their work in religious education plays a significant part in their spiritual and cultural development. Pupils' personal development is fostered through work in religious education. Themes such as 'Challenging Attitudes' provide opportunities for pupils to reflect on experiences affecting their own lives.

138. Pupils, including those with special educational needs and those with English as an additional language, make good progress. They develop their knowledge systematically and appreciate the richness and diversity of the religions they study. They are encouraged to reflect on what they learn about and see. Teachers strive to make their lessons relevant to their pupils. This serves to motivate pupils, and lessons are characterised by their positive attitudes to their work.
139. The quality of teaching is good. When the teacher is confident with the subject it is very good. This is evident when lessons are planned to provide factual information about other faiths. Teachers are less confident in teaching lessons where pupils' personal development is fostered through learning from religions. Even so, there were examples of good lessons of this sort. A successful Year 3 lesson, for example, explored the concept of respect through a discussion of the life of Martin Luther King. Through discussion, pupils were able to reflect on the positive and negative attitudes that affect their own lives. Teachers set high expectations of behaviour and effort, and time is rarely lost on the management of pupils. Teachers effectively promote literacy through their use of stories and insisting that pupils apply the skills learned in literacy lessons in their writing. However, opportunities for pupils to write at length are missed. The range and quality of resources have recently been extended and the co-ordinator arranges to borrow from the local education authority's resource centre to supplement the provision.
140. The subject co-ordinator is making a positive contribution to the continuing development of the subject. Priorities for development are identified and used to formulate an action plan. Overall, the school has made satisfactory improvements since the time of the last inspection.