

INSPECTION REPORT

NORBURY MANOR PRIMARY SCHOOL

Norbury

LEA area: Croydon

Unique reference number: 101785

Headteacher: Mrs Diane Pounder

Acting Headteacher at the time of the inspection: Mr
David Winters

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 20th ~ 24th May 2002

Inspection number: 195847

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Abingdon Road
Norbury
London

Postcode: SW16 5QR

Telephone number: 020 8679 3835

Fax number: 020 8679 1464

Appropriate authority: Governing body

Name of chair of governors: Rev. Patrick Washington

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Valerie Singleton <i>Registered inspector</i> 23044	Science Music English as an additional language	What sort of school is it? The schools results and achievements. How well are pupils taught? What should the school do to improve further?
Vivienne Phillips <i>Lay inspector</i> 9053		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Jim Howard <i>Team inspector</i> 20875	Mathematics Geography Physical education Special educational needs	How good are the curricular opportunities offered to pupils?
Vivien Johnston <i>Team inspector</i> 8402	English History Equal opportunities	How well is the school led and managed?
Irene Green <i>Team inspector</i> 23315	Areas of learning for children in the Foundation Stage Design and technology Religious education	
Eira Gill <i>Team inspector</i> 17766	Information and communication technology	
Terry Elston <i>Team inspector</i> 20704	Art and design	

The inspection contractor was:

e-Qualitas Limited, Langshaw, Pastens Road, Limpsfield Chart, Oxted, Surrey. RH8 0RE Tel. 01883 723257

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager, Inspection Quality Division, The Office for Standards in Education, Alexandra House, 33 Kingsway, London. WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Norbury Manor Primary Community School is situated in north Croydon, and serves an urban community where there is relatively high unemployment. It is bigger than most primary schools with 422 pupils on roll aged 3 to 11, including a nursery class with 50 part-time places. Standards on entry to the reception classes are below average. Each year group has two classes, with fairly equal numbers of boys and girls overall. The percentage of pupils who are eligible for free school meals is above the national average. Nearly half of the pupils have English as an additional language, which is very high in national terms. Of these, 27 are at the early stages of learning English. Four pupils are refugees, from various countries, and a high number of pupils leave or join the school. Of the 23 per cent of pupils who have special educational needs, for a variety of learning needs, seven have a statement. Both proportions are in line with the national average. The school is experiencing difficulties with teacher recruitment, and there are six temporary teachers at present. In addition, the headteacher has been absent for nearly a year. The school has gained an Achievement award two years running for improving its results in the national tests.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is satisfactory. The results in the national tests in Year 6 are average and pupils' achievement is satisfactory. In the Foundation Stage, it is good, as they are taught well. However, standards overall are below average, through standards on entry are also below national expectations. Teaching and learning are satisfactory overall. The school is now led and managed satisfactorily. It provides satisfactory value for money.

What the school does well

- Children are given a good start to their learning in the nursery and reception classes.
- Results have risen significantly in the Year 6 national tests over the last four years.
- The pupils are willing to learn, and the recent initiatives on behaviour and moral development are improving pupils' attitudes and relationships.
- Good teaching in several classes in the infants and juniors give the pupils challenging work which they enjoy.

What could be improved

- Standards need to be raised, including in literacy, through expecting more of pupils.
- There are insufficient experienced, permanent staff to whom leadership and management responsibilities can be delegated.
- Procedures to check pupils are making the expected progress over time are not all in place, and teachers do not use of this information to improve planning and set learning targets.
- Parents are not always well informed about their children's progress and other important matters relating to the school's work. Also, the school does not make them fully aware of the importance of good attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

When it was inspected last in June 1997, the school was judged to provide a good climate for learning, but standards and the quality of education required some improvement. Leadership and management were judged to be good. Since then, curriculum planning has been reviewed to become more balanced

and relevant. Lesson plans now are based on learning objectives, which are referred to by teachers. Samples of pupils' work that are matched to the National Curriculum levels are being compiled for writing, but have not been completed yet. Significant improvements in the teaching and learning of science have been achieved, with results in the Year 6 national tests rising from 28 per

cent in 1998 to being in line with the national average last year. In addition, there have been good improvements in the provision for children in the Foundation Stage.

As a result of the recent difficulties, however, overall improvement since the last inspection is unsatisfactory. Although results in the national tests have risen, this is due to teachers' effective preparation of Year 6 pupils for the tests, whereas standards across the school do not match the good results. Without a detailed school development plan, the school lacked a clear educational direction. There was very little monitoring of the school's effectiveness, for example analysing assessment information to check that pupils learned well and reviewing the impact of how management responsibilities had been allocated. Pupils' achievements in English, art and history are not as good as judged in the last inspection. However, since the new Acting headteacher has been in post, together with the return of the deputy headteacher, improvements are already evident in areas initially addressed, such as pupils' behaviour, and the school has good capacity to improve, given a period of stability.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	C	A	well above average A above average B average C below average D well below average E
mathematics	E	C	C	A	
science	E	C	D	B	

Results in the national tests have improved at a greater rate than seen nationally since 1998. This success in the national tests is due in part to the intensive revision programme that is in place for Year 6 pupils, the high expectations from their teachers and the booster classes to support pupils who need extra help with literacy and numeracy. Work across the school does not consistently reflect this good achievement. The school's targets for pupils reaching the expected level in the 2002 national tests are 68 per cent for English and 80 per cent in mathematics. This appears undemanding for English, but it is based on test results from when pupils were in Year 5.

In the Foundation Stage, children achieve well in all areas of learning, due to the good provision. By the time they enter Year 1, standards are below those expected in all areas of learning apart from personal, social and emotional development and in physical development, where they are similar to those expected nationally. In the 2001 national tests for Year 2 pupils, results in reading and writing were below the national average, and in mathematics they were well below. In the science tasks, results were below the national average. When compared to similar schools, results were above average in reading and writing, and well below in mathematics. Current standards for Year 2 pupils are below national expectations for English, mathematics and science. Current standards in Year 6 are

below the national average for English and in line for mathematics and science. Overall, pupils achieve satisfactorily for their ability, as children enter the nursery classes with standards that are below those expected. In religious education, pupils' achievements are satisfactory during both key stages, and attainment matches that expected by the local Agreed Syllabus. In art and design, geography, history and information and communication technology (ICT), progress is erratic, depending on the quality of teaching and changes of staff. As a result, standards of attainment by

Year 6 are below those expected for pupils' ages. Due to insufficient evidence, it is not possible to make secure judgements about pupils' achievements and standards in design and technology, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn and willingly take part in whatever stimulating experiences are offered.
Behaviour, in and out of classrooms	Satisfactory. Many pupils behave very well in and out of lessons. Most pupils are polite and helpful to visitors. Behaviour outside class is less good unless there is close and constructive supervision. There have been five exclusions in the past year. Overall, behaviour is improving.
Personal development and relationships	Satisfactory. Groups of pupils get on well together and the many strong teacher-pupil relationships support learning well. The changes of staff have affected relationships in some classes.
Attendance	Attendance and punctuality are unsatisfactory. The late arrival of a significant minority of pupils makes it hard for teachers to ensure a prompt and settled start to the school day.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	satisfactory	satisfactory

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

The quality of teaching overall is satisfactory. The best teaching was in the nursery class, where the teacher's detailed planning and well-timed interventions, ensured very good learning consistently took place. Some instances of good teaching were seen in nearly every class, but more often teaching and learning were satisfactory. Only one lesson was unsatisfactory, due to insecure subject knowledge. The best features of teaching were the good mix of direct teaching and interesting group tasks to keep pupils motivated and involved in their learning. The very effective support offered by teaching assistants, bilingual assistants and specialist teachers ensures all groups of pupils are fully involved in learning. Teachers give clear timings which keep pupils working hard and concentrating on the task. Less successful aspects of teaching were when low expectations of what pupils can achieve and how hard they can work. This results in pupils achieving the desired outcome with little effort and then receiving unwarranted praise. Therefore, they are not made aware of what should be expected from pupils of their age and ability. Teachers pay little regard to the pupils' presentation of their work. As a result, pupils do not show pride or initiative in their work. This is further reinforced by the heavy reliance on worksheets. Marking is unsatisfactory and pupils do not have an accurate and useful

appraisal of how they are doing. Little evidence was available to indicate that homework is used consistently to reinforce pupils' learning. The teaching of mathematics is satisfactory, and numeracy skills are promoted effectively across the curriculum. The teaching of English is satisfactory, but the promotion of literacy skills, particularly writing, is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum, which is well supported by visits and visitors. Planning in the Foundation Stage is good. There are some weaknesses in the planning to develop pupils' literacy skills, but the quality of the curriculum is improving. There are few extra-curricular activities at present.
Provision for pupils with special educational needs	Satisfactory. The needs of these pupils are identified clearly. Teachers do not always clearly match work to pupils' differing needs in their planning, but the teaching assistants give good support to these pupils in lessons.
Provision for pupils learning English as an additional language	Satisfactory overall. Specialist teachers offer good support on the occasions when they are working alongside the pupils in class, but this can not be provided throughout the year. Teaching assistants ensure pupils understand what they have to do in other lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Provision for pupils' moral development is good, and there is sound provision for spiritual, social and cultural development.
How well the school cares for its pupils	The school provides satisfactory care and support for its pupils, with good procedures for promoting good behaviour and racial harmony.
Assessment	Procedures for assessing pupils' attainment are unsatisfactory and teachers do not yet make enough use of the information to ensure pupils are making progress and reaching the required standards.
How well the school works in partnership with parents	Very good in the nursery. Overall, however, links with parents have slipped and parents have insufficient information at present about the school's work and how they can support their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The school has experienced a period of significant difficulty that has had a major impact on the effectiveness of its leadership and management. The recently appointed acting headteacher, with the good support of the deputy headteacher and senior management team, have identified what needs to be done and have a clear and appropriate set of priorities for the school's improvement in the immediate future.

How well the governing body fulfils its responsibilities	Unsatisfactory. The governing body is very supportive of the school and has offered some good help and advice. Some governors visit regularly, but their monitoring is informal rather than systematic. As a result, the governing body were unaware of some of the significant weaknesses that had developed within the school.
The school's evaluation of its performance	Satisfactory. The school has some procedures for consulting parents, checks its results against national standards, is setting itself higher targets for the future, and is seeking to improve the quality of education so that it compares well with other schools.
Aspect	Comment
The strategic use of resources	Financial planning and management have been weak, due to the absence of a school development plan. The school seeks value for money for supplies and services.
The adequacy of staffing, accommodation and learning resources	The school has sufficient staff, but the many changes have adversely affected the learning of some pupils. However, they are a committed and hard working team. Teaching assistants offer very effective support. The school building is in need of refurbishment, and some areas of the playground are neglected and inadequate. Learning resources are satisfactory for most subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Their children enjoy going to school. 	<ul style="list-style-type: none"> ▪ Behaviour in the school is not good enough. ▪ Changes in leadership mean parents are not well informed and the school does not work closely with them. ▪ Homework is not set consistently. ▪ There are not enough activities outside lessons, when there used to be a good amount offered.

Only 25 parents attended the meeting and 14 per cent completed the questionnaire. This is a very low response rate. The parents who replied have many concerns at present, due mainly to the recent disruptions amongst the staff and changes in leadership. They feel that, as a result, many aspects of the school's work have been adversely affected. The inspection team agrees with the parents and accepts most of their concerns are justified. However, pupils' behaviour has improved and is good inside school. Extra-curricular activities are satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery classes with below average standards. Children achieve well in personal, social and emotional development and in physical development, and satisfactorily in all other areas of learning, due to the good provision in the Foundation Stage. By the time they enter Year 1, standards are below those expected in all areas of learning apart from personal, social and emotional development and in physical development, where they are similar to those expected nationally.
2. In the 2001 national tests for Year 2 pupils, results in reading and writing were below the national average, and in mathematics they were well below. In the science tasks, results were below the national average. When compared to schools with a similar intake, results were above average in reading and writing, but well below in mathematics.
3. Results for Year 6 pupils in the national tests were in line with the national average in English and mathematics, and below average in science. When compared to similar schools, results were well above average in English and mathematics, and above average in science. The percentage of pupils achieving the higher level (Level 5) was in the highest five per cent of similar schools for English, well above average for mathematics, and in line in science. Results in the Year 2 national tests in 1997 were in line with the national average in all three areas. This indicates that as Year 6 pupils, they had achieved satisfactorily in English and mathematics and unsatisfactorily in science against their prior results. However, the school identifies that a key factor in pupils not appearing to make good gains over time is due to the high pupil mobility (only half of the pupils who took the tests had been in the school since Year 2). After a significant dip in 1998, results have steadily improved in all three subjects and the overall trend is above that seen nationally.
4. The school started to analyse the results of the national tests to see if there are any significant differences by ethnicity, but this was not continued last year, due to the absence of the deputy head. However, the local education authority identified that some groups are doing less well than others. As a result, a specialist teacher has given extra support to these pupils in Year 5 and 6 in order to raise self-esteem, expectation and achievement. Initial indications are that this has been successful.

5. Current standards among Year 2 pupils are below national expectations for English, mathematics and science. Standards among Year 6 pupils are below the national average for English and in line for mathematics and science. Overall, pupils achieve satisfactorily for their ability, though they achieve well in Year 6. The success in the national tests is due in part to the intensive revision programme that is in place for Year 6 pupils, the high expectations from their teachers and the booster classes to support pupils who need extra help with literacy and numeracy. Work across the school does not consistently reflect these good results.
6. In 2001, the school aimed to have 68 per cent of its eleven year olds reaching the expected Level 4 in the English and 73 per cent in the mathematics national tests. It exceeded this target in English, and met it in mathematics. The target for 2002 is 68 per cent for English and 80 per cent in mathematics. This appears undemanding for English, but it is based on test results from when pupils were in Year 5.
7. The progress of pupils with special educational needs is satisfactory overall, and they make steady progress towards the targets in their Individual Educational Plans. They are given good support within lessons by the teaching assistants, and those pupils who are difficult to manage in the classroom gain strategies to help them to manage their own behaviour.
8. Pupils who speak English as an additional language achieve satisfactorily in all subjects. They receive some extra help if they arrive in school with little or no English, but mostly they are supported within lessons by the teaching assistants. Good use is made of bilingual assistants and specialist teaching staff to give extra support to these pupils.
9. Standards in information and communications technology (ICT) are below national expectations by Year 2 and, by Year 6. Standards meet the requirements of the local Agreed Syllabus in religious education and pupils achieve well. In art and design, geography and history, standards by Year 6 are below those expected nationally, though pupils achieve satisfactorily. Insufficient evidence was available to judge standards and attainment in design and technology, music and physical education. Since the previous inspection, standards have improved in science, and have fallen in English, art and design, and history. Standards have been maintained in mathematics and religious education. The recent disruptions in staffing and difficulties in teacher retention and recruitment have had a negative impact on overall standards, and pupils do not achieve at a consistent rate year on year. However, this has been recognised and strategies are in place to recruit experienced teachers in order to raise standards across the school.

Pupils' attitudes, values and personal development

10. The strengths in children's positive approach to their work identified in the last inspection have been maintained. The effect of an unsettled, due to the absence of the headteacher, shows in some inconsistent standards of behaviour and personal development. Although a school council had been set up, it is not functioning at present. So there are still not enough opportunities provided for pupils to show initiative and have a voice in the life of the school.
11. As parents indicated, their children like school. Pupils' attitudes to work are good and they particularly enjoy learning when lessons catch and hold their interest well. They are keen to make the most of whatever stimulating experiences are offered, so have missed the extra-curricular activities that were available until recently. They mind when work is too easy or too difficult, as this limits their sense of achievement. They do not always take as much pride in their work as might be expected, partly because of the use of some uninspiring worksheets and lack of careful

marking, which sometimes result in pupils feeling that their efforts to present work well are not worthwhile.

12. Behaviour is satisfactory overall. In lessons, it usually supports learning well, as a result of significant efforts by teachers to manage classes successfully. It is at its best in lessons where the quality of teaching is higher and adults manage pupils' behaviour in consistent and positive ways, however great the range of individual behavioural and emotional difficulties. Many pupils behave very well in and out of lessons. Most pupils are polite and helpful to visitors and other people inside school. Pupils show less respect for other people when they sense that they are not being treated fairly.
13. Behaviour in corridors, the dining hall and playground is not always of the same standard as in class, unless supervision is close and constructive. Some pupils find it hard to follow the codes of conduct without clear, positive examples and high expectations from adults. When staff show them how to play games in the playground or state very clearly what is expected when they move round the school, pupils generally respond well. On occasion, playground behaviour, particularly of older boys, becomes very physical and somewhat intimidating to others. The school is well aware of the work it needs to do to help pupils to learn better self-control and to think of others at all times, not just in lessons that focus on such issues. At lunchtime it offers the construction club as a place where those who find the playground difficult, including individuals who get into trouble easily, can play constructively with others, with careful support. The school has excluded five pupils, one permanently, since the start of the school year as part of a very clear, firm stance on the unacceptability of aggression and anti-social behaviour. Standards of behaviour are improving as a result.
14. Pupils' personal development and relationships are satisfactory, in general. Younger pupils are not always aware of others' rights and feelings when they join the school. It takes time for pupils to learn to listen, take turns, to respect what others have to say and to think of other children's feelings before speaking. By Year 6, pupils have reasonable awareness of the impact they have on others. They are willing to show initiative and take responsibility, but do not have as many opportunities to contribute to school life as they would like, especially since the school council lapsed. They do have monitor duties, however, and Year 6 pupils have some responsibility for playing with and looking after younger or vulnerable pupils at playtimes. Groups of pupils get on well together and the many strong teacher-pupil relationships support learning well. Racial harmony is good. The overall quality of relationships is satisfactory, if mixed, reflecting the impact of staff turnover and inconsistency of the recent unsettled period in the life of the school. Where pupils have had several changes of teacher, it takes time to build up their trust and respect.
15. Attendance is unsatisfactory. It is well below the national average, but with less unauthorised absence than usual. This is partly because of local guidance that allows the school to treat absences as authorised, in spite of unconvincing reasons such as extended family holidays of over ten days and parents' weak excuses. It is clear from the school's records that a few of these absences should be counted as unauthorised because reasons are unacceptable. Punctuality is unsatisfactory. Every day, a few pupils drift into school late, which makes it hard for teachers to ensure a prompt and settled start to the school day.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching overall is satisfactory. Of the 66 lessons observed, over a third were good or better. The best teaching was in the nursery class, where the teacher's detailed planning and

well-timed interventions, ensured very good learning consistently took place. Some instances of good teaching were seen in nearly every class, but more often teaching and learning were satisfactory. Only one lesson was unsatisfactory, due to insecure subject knowledge.

17. The main strengths in the good teaching are as follows:

- Individual lessons are planned to clear and relevant learning objectives, which is an improvement since the last inspection.
- Some good cross-curricular links further promote pupils' understanding. For example, by using pupils' knowledge of life on St. Lucia and their understanding of environmental issues, Year 6 pupils held a lively and interesting debate on a proposed development of a hotel and marina complex on the island, thus developing their speaking and listening skills and understanding of some citizenship issues as well.
- The consistent implementation of the agreed behaviour policy ensures that, even when some pupils find it difficult to control themselves at times, the learning of others is not affected. Some teachers have very clear expectations of how hard pupils should work, and pupils respond positively to these.
- A good mix of direct, factual teaching and interesting group tasks keep pupils motivated and involved in their learning. For instance, Year 4 watched a video about Buddhism, discussed how gifts could be symbolic, and then wrote about a person they knew and admired, describing what special offering they would make to them.
- The very effective support offered by teaching assistants, bilingual assistants and specialist teachers ensures all groups of pupils are fully involved in learning. Good use is made of the pupils' own languages and experiences to promote their understanding of new vocabulary and topics.
- Clear timings keep pupils working hard and concentrating on the task.

18. Features of the less successful aspects of teaching were as follows:

- Some teachers who are new to the school or to the National Curriculum have some insecure subject knowledge. In many classes, teachers do not show a clear understanding of the purpose of the mental, oral session in numeracy lessons, so pupils do not learn a wide range of strategies to help them with mental tasks.
- Some learning objectives are too vague to help teachers plan appropriate tasks that are well matched to the National Curriculum requirements. Others are unrealistic, so pupils find it difficult to complete the task without a lot of adult intervention.
- In too many lessons, teachers have low expectations of what pupils can achieve and how hard they can work. As a result, pupils achieve the desired outcome with little effort and then receive unwarranted praise. Therefore, they are not made aware of what should be expected from pupils of their age and ability.
- Teachers pay little regard to the pupils' presentation of their work, apart from how it should be set out. As a result, pupils do not show pride or initiative in their work. This is further reinforced by the heavy reliance on worksheets.
- Marking is unsatisfactory. One or two examples were seen where the teacher noted the knowledge and understanding demonstrated by the pupil orally. Most work is ticked and has a positive comment. Pupils are not informed which aspects of their work were successful, how they could improve it, or how well they have achieved the learning objective so they do not have an accurate and useful appraisal of how they are doing.

19. Little evidence was available to indicate that homework is used consistently to reinforce pupils' learning, but pupils are encouraged to take home a reading book regularly and there is a useful reading record for parents and teachers to complete.

20. The teaching of pupils with special educational needs is satisfactory. Pupils benefit from effective teaching when they are withdrawn for specialist help. Their needs are correctly identified and teaching is well focused towards reaching the targets identified on their individual education plans.
21. Pupils learning English as an additional language, who arrive with little or no English, receive intensive support initially to cope with the normal routines of a class. Specialist help is then focussed to support pupils within their classes so they have full access to the curriculum. Good strategies are used to support them, and special resources are available such as dictionaries in their own languages and dual-language books that match those being used in the literacy lessons.
22. Senior staff have worked hard to support a significant number of newly-qualified teachers and supply staff. As a result, satisfactory standards of teaching have been maintained through a period of unsettled staffing, and overall the quality of teaching is slightly better than that seen in the last inspection.

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

23. The curriculum is sufficiently broad and balanced to meet the requirements of the National Curriculum and religious education. The school makes considerable efforts to offer a culturally diverse curriculum, relevant to all its pupils. The national strategies for the teaching of literacy and numeracy have been introduced and the school has developed a framework that identifies what will be covered in each subject on a termly basis. In an attempt to raise standards the school has introduced 'setting', whereby pupils are taught in groups based on their attainment, in mathematics. One year group is currently trialing this approach in literacy. Indications are that it is proving beneficial in numeracy lessons by allowing teachers to focus more directly on individual pupils' needs. The strategies that the school has adopted for the teaching of literacy and numeracy are not completely effective. For example, in some year groups the planning does not ensure that pupils' skills in reading, writing, speaking and listening are built on consistently.
24. Understandably, the curriculum particularly focuses on English and mathematics. Some subjects are taught in blocks of time, rather than regularly throughout the school year. Sometimes there is a considerable time between pupils learning a particular subject. The result of this is that learning does not always build systematically on what pupils already know and some skills have to be relearned. This was recognised as causing difficulties in science and the subject is now taught regularly each week, which has resulted in higher standards being attained. Occasionally, some timetable allocations are overlong. Whilst the best teachers sensibly adapt their planning, others do not. In some lessons the activity was stretched out to fill the available time with the result that pupils made less progress than they should. Although the curriculum has clearly been developed since the time of the last inspection some weaknesses, identified at that time, still remain.
25. The quality of planning has improved and teachers are supported in their work by policies and schemes of work in most, but not all, subjects. Planning is now much more closely linked to the requirements of the National Curriculum and provides more balanced coverage of the various aspects of subjects. All lessons now specify what it is intended pupils will learn. These are all improvements since the last inspection. The school is aware that there is still work to be done in developing the curriculum and plans for achieving this are being formulated. Progress in this area has been adversely affected by staffing difficulties and the absence of key members of staff.

26. There are instances where links are made between subjects, so that new learning in one subject consolidates previous learning in another. This was evident in a Year 4 lesson where ICT was used to develop pupils' knowledge and understanding of angles. However, potential links are not consistently utilised. Literacy is not always effectively promoted through work in other subjects and there are too few opportunities for pupils to develop their writing skills. Mathematics is primarily developed through work in science and geography. Pupils produce graphs on rainfall in St. Lucia, for example, as part of their work on the study of that area. Their experimental work in science provides opportunities for accurate measurement and recording.
27. Personal and social education are planned satisfactorily and form a regular part of the school's curriculum. Due account is taken of the ethnic diversity and religious traditions of the pupils. Sex education and drugs awareness are appropriately taught .
28. The curriculum is enriched by visits to a variety of places of interest. These have included the Science Museum, Penshurst Place and Kew Gardens. Older pupils benefit from the experience of a residential visit. Visitors to the school have included theatre companies and the London Mozart Players. Some pupils have the opportunity to learn a musical instrument. Visits are arranged to local places of worship and the local newspaper. A range of visitors comes to the school to speak to pupils on a variety of subjects. These included the local policeman, fire officer and representatives from British Rail. The number and range of extra-curricular activities has declined this year, which has disappointed some parents. There are currently football clubs and it is planned to start cricket and athletic clubs in the near future. Pupils took part in the borough dance festival last year. A construction club operates at lunchtime on four days a week. The provision of extra-curricular activities overall is satisfactory.
29. The school offers all pupils equal access to the curriculum. Teachers take account of the range of ability and competence in English in their pupils, and ensure that all are able to access the curriculum according to their needs. They make good use of the generous level of in-class support provided for pupils with special educational needs and those learning English as an additional language. Occasionally, pupils are withdrawn for well-focused teaching, specific to their needs. Learning support assistants offer high quality support in class and pupils are able to follow a broadly similar curriculum to their classmates.
30. The school has developed satisfactory links with partner institutions. The Nursery has close links with the toddlers' group on site. Work with a local secondary school has resulted in several shared productions. Some secondary teachers run special 'booster classes' for Year 6 pupils prior to transfer. The close links established help ease pupils' transfer at eleven.
31. Provision for pupils' personal, including spiritual, moral, social and cultural development is satisfactory. In the previous report it was supported well. However, overall improvement is reasonable in a difficult period, with good attention to moral development, which has helped to reinforce clear principles of right and wrong so that pupils know how they ought to behave.
32. The school provides satisfactorily for pupils' spiritual development through its everyday routines. In some cases, such as good religious education lessons, teachers make real effort to help pupils develop insight into people's beliefs and values. Better lessons in other subjects, such as English, encourage pupils to think and reflect on their experiences through use of skilled questioning. As a result, in a Year 3 class, pupils were thrilled to see love blossom between two creatures in a Dick King-Smith story. However, meaningful reflection is not a strong feature of either lessons or assemblies. Opportunities are missed for pupils to take an active part in assemblies, though there

was a sense of occasion and celebration when pupils listened well to the performance of those who are learning the piano. Better quality displays show pupils how much they and their achievements are valued. The general environment in which pupils are expected to work and play is not stimulating and enriching, due to some shabby and unattractive areas in the buildings and playgrounds, which makes it hard for them to feel inspired or valued.

33. Pupils' moral development is supported well by direct teaching about how to behave, clear displays of "our promise" (the aims that pupils try to fulfil) and strong policies for eliminating bullying and racism. The recent high priority given to raising standards of behaviour has ensured that pupils are taught to recognise clearly the difference between acceptable and unacceptable actions. Some older pupils feel that a few adults do not always take sufficient care to ensure justice is done when something goes wrong. However, the school has worked very hard to promote a clear code of conduct and foster good knowledge of what is the right thing to do.
34. Social development is promoted satisfactorily. The school encourages pupils to learn to work and play together constructively. Plenty of opportunities are provided for pupils to work together co-operatively in groups and older pupils benefit from the opportunity to take part in a residential trip. There has been a recent strong focus on developing a sense of community with inclusive values. As a result of staff changes in a period of uncertainty, some opportunities for taking responsibility and using initiative have been missing because of the loss of clubs and the school council, in particular. Personal, social and health education is planned satisfactorily to develop skills in how to co-operate, compete fairly and contribute constructively to the school community.
35. The school promotes British and other cultural traditions as expected through direct teaching in subjects such as history and geography. The school values and promotes the different cultural traditions of the different groups of pupils within the school. When opportunities arise in the local area, pupils are given the chance to take part in music, dance and drama productions. Crystal Palace football club runs a football in the community project at the school. In alternate years, Year 6 pupils have good opportunities to take part in Croydon Young Citizens' projects. As a result, pupils' cultural development is satisfactory, but with scope for ensuring that provision is more systematic and benefits from a richer and wider range of experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school takes satisfactory steps to ensure that pupils feel safe, secure and cared for, within which, its arrangements for child protection and everyday welfare matters are good. Staff take good care of vulnerable pupils and those for whom English is an additional language, including refugees.
37. After a period when procedures were not monitored rigorously, the school is well aware of the need to tighten up its health and safety policy and practices. The uneven playground surface remains a matter of concern. Standards of cleanliness and hygiene, particularly in pupils' cloakrooms, are poor and detract from the school's efforts to promote healthy living. However, these have all been recognised by the Acting headteacher and he has prepared a very detailed schedule of work to ensure that outstanding maintenance and minor safety issues are given urgent attention.
38. Procedures for monitoring and improving attendance are unsatisfactory. When parents keep their children away from school without good reason, such absences are authorised inappropriately, because the school uses a locally agreed code. Inaccurate information is given about attendance in

the governors' report to parents. As a result, parents are not getting clear messages about the significance of their children missing school. The school checks on absences on the third day, rather than the recommended, first day of absence. This is unhelpful for attendance and welfare matters, because a number of children are brought to school by people other than parents. However, there are good links with the Welfare Officer, who visits home where attendance is a concern, and regular reminders about the need for regular attendance are included in the newsletters. Despite regular efforts by senior staff to monitor lateness and encourage punctuality, some pupils still come into school regularly after the official arrival time, with little sense of urgency.

39. The school identified a slip in standards of behaviour, so, gave appropriate, high priority to rapid improvement through agreed, positive approaches to discipline. New, high quality behaviour management, anti-bullying and anti-racism policies have been introduced as a first step to stemming the fall in standards. Staff changes have made it difficult to guarantee uniformity of approach and use of rewards and sanctions, but great efforts to achieve consistency are beginning to pay off. Behaviour is managed well, so that pupils have a good chance of learning without disruption and making reasonable progress. To date policies are working more effectively in class than around the school, because not all adults consistently set a positive example. Generally, however, positive behaviour management is a growing strength.
40. Support staff are used well to monitor pupils' personal development. They make useful observations and notes to help teachers recognise significant patterns in behaviour and response. Where good relationships have grown between adults and children, personal development is monitored and supported well because of the knowledge staff have of pupils. As the quality of hand-over notes varies, though, it can take some new staff a time to gain good knowledge of pupils in their class. Although inconsistencies are evident, monitoring and support for pupils' personal development are satisfactory overall, as strengths outweigh weaknesses.
41. The procedures for the identification, assessment, monitoring and review of pupils with special educational needs have recently been reviewed to meet the new Code of Practice requirements, but they are not all yet fully in operation. The procedures for tracking pupils' progress are improving and are increasingly effective in ensuring that pupils' needs are fully met. Full use is made of external agencies, as the need arises.
42. Assessment procedures in the Foundation Stage are useful, manageable and very effective. However, procedures for monitoring the academic progress of pupils are unsatisfactory overall. The assessment of pupils' attainment and achievement, and the use of the resulting information to improve teachers' planning were identified as weaknesses in the last inspection. New systems were introduced, but currently these are used inconsistently by teachers, and are not used effectively to monitor that all pupils are making sufficient progress. There are few examples of assessment in the foundation subjects, apart from occasional end of unit assessments or evaluations of individual lessons. There are satisfactory assessment procedures in mathematics and science, but these are not used consistently by all staff to be effective. In English, there are insufficient procedures for assessing and monitoring pupils' progress in reading and writing, but new systems have been selected and are ready for implementation as from September. An example of the effective use of assessment is when teachers at the end of Year 5, identify simply but clearly, what pupils need to do next in order to move on in mathematics. Some pupils have individual targets, and teachers and pupils refer to these when planning and working. Marking is not used evaluatively to aid assessment, and there are no portfolios of work to ensure consistent practice or agreement in assessing pupils' National Curriculum levels. Procedures for tracking

how well individuals and groups of pupils are achieving have been implemented, but have not been in place long enough to show any clear results.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. In the pre-inspection meeting and questionnaire, parents' views were mainly negative, though the response rate was low. Only 25 parents attended the meeting and 14 per cent returned the questionnaire. Over 90 per cent of these said that their children liked school, but no other question received an overall positive response. Concerns were expressed about behaviour in the school, the amount of homework, parents not being closely involved, the limited range of extra-curricular activities and the disruptions in leadership and management.
44. The school's partnership with parents has deteriorated since the last inspection, mostly because the school has been faced with change and uncertainty. Quite rightly, the school recognised that it was important to tell parents about staffing changes and how the arrangements for acting senior managers would work. Parents appreciated this. Some effort was made to provide curricular information in line with a gap identified by the last inspection. However, the quality and style of this varies from class to class. A homework policy has been developed, and a simple summary for parents of exactly what is expected included with the termly curriculum details. Due to the staff changes, however, homework has not been consistently set.
45. Very good links are established with parents of children in the nursery through home visits, contact with key workers, an accessible parent information board and everyday routines. In the main school, links are not effective because of gaps in communication. For those who are able to come into school regularly and chat informally to teachers at the end of the day or help in classrooms, relationships with the school are usually good. These parents have quite a good idea of how well their children are doing and what help their children need to make further progress. Those who can, willingly help their children with work at home. In contrast, other parents have much less idea of what is happening in school, what work their children are expected to do at home and what they need to do to support their children. Teachers do contact parents by telephone, however, if any important issues arise concerning their children. Parents of pupils with special educational needs are kept fully informed of their child's progress. They are involved in regular reviews of provision and their views are considered when making any decisions.
46. The school has not thought through how to ensure that its expectations and key information reach all parents, including those who have difficulty reading English. Documents such as the governors' report to parents and newsletters are disappointing in lack of vital information about school life, lively illustration and examples of children's own work and achievements. Reports on progress vary in quality from the best, which give a clear idea of what a child has learned and targets for improvement, to those that list what the class has done, using jargon that describes levels of attainment in the National Curriculum. Such inconsistencies, in particular in reporting on progress, result in unsatisfactory information for parents, overall.
47. Some committed, keen parents were very active in ensuring that the school's parents and teachers' association (PTA) was revived this year, and they organised social and fund-raising events. Others help in class, or offer to do so. Many swimming sessions would be impossible without parental help. Some parents feel the school has not done all that it could lately to welcome and manage the help that is offered. Overall levels of parental involvement are not as strong as expected. This is partly because parents are not clear enough about what they could do to extend and enrich their children's learning opportunities and help raise the standards that pupils attain.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school has experienced a period of significant difficulty that has had a major impact on the effectiveness of its leadership and management. The absence of the headteacher for most of this academic year coincided with the deputy headteacher being on maternity leave. Initially, the school was run by an acting headteacher appointed from within the school. From half-term in the autumn, two experienced local headteachers were seconded to work as acting headteachers for two days a week each. The post is now taken by an experienced local headteacher, released from his school for two terms. The role of deputy headteacher was also filled in an acting capacity until very recently.
49. This lack of continuity in senior staffing has held back the school's development, though all the acting headteachers managed the school successfully on a day-to-day basis and ensured that the quality of pupils' education did not suffer. These priorities were appropriate. In addition, the acting headteachers initiated some improvements, having reviewed the areas of need. They received good support from the governing body, together with help from the local education authority, for example in monitoring the quality of teaching and agreeing action plans for what was to be tackled each term. Some needed improvements were made during this period, for example the successful action to improve teachers' management of pupils' behaviour.
50. The school has faced difficulties in recruiting and retaining teachers for several years, and has had to employ temporary staff. It also has several newly-qualified teachers who have not yet gained enough experience to take on management responsibilities, for example as subject co-ordinators. The permanent, experienced teachers have taken on more responsibilities than they can carry out well, despite their best efforts. Also, the high staff turnover has meant that much training has had to be repeated, such as in teaching the literacy and numeracy hours, and experienced teachers have had to give much support to new staff. These activities have taken time that could otherwise have been used to work on issues such as using assessment information more effectively and raising standards in literacy.
51. As a result of recent difficulties, overall improvement since the last inspection is unsatisfactory. Although results in the national tests have risen, this is due to teachers' effective preparation of Year 6 pupils for the tests, whereas standards across the school do not match the good results. Without a detailed school development plan, the school lacked a clear educational direction. There was very little monitoring of the school's effectiveness, for example analysing assessment information to check that pupils learned well and reviewing the impact of how management responsibilities had been allocated. Some improvements were made, for example significant improvements in the teaching and learning of science have been achieved, there has been a good improvement in the provision for children in the Foundation Stage, an ICT suite has been established and curriculum planning revised, but other areas of weakness were not tackled purposefully enough. As a result, standards in some subjects have fallen, for example in English, and some parents have lost confidence in the leadership and management of the school.
52. However, the school is now being led and managed satisfactorily. The acting headteacher and deputy headteacher, with the support of the other five members of the senior management team, have identified what needs to be done and have a clear and appropriate set of priorities for the school's improvement in the immediate future. For example, the acting headteacher and deputy headteacher have devoted much time to recruiting new, experienced staff for September. The acting headteacher has won the respect of the staff and governors for the confident way he has

approached the task of leading the school out of its difficulties. The staff are committed to working with him, and to making the school successful once more.

53. The management of the provision for pupils with special educational needs is satisfactory. Records are well maintained and pupils' progress is increasingly carefully charted. The governing body is well informed and committed to helping the school to meet the needs of all its pupils. The special needs co-ordinator has produced suitable plans for future developments. Funding is used appropriately, primarily to provide support staff. The quality of the support that is provided in lessons has a positive impact on the progress of these pupils.
54. The governing body is very supportive of the school. Some governors visit regularly, although their contacts and monitoring are informal rather than systematic. As a result, the governing body has had to rely too heavily on information and explanations provided by the school, such as concerning the results in the national tests, and were unaware of some of the weaknesses within the school. However, the governing body has provided good help and advice in several areas, most notably in the work recently carried out to develop a policy on anti-racism.
55. Most statutory requirements have been met, but not those relating to performance management. Although the school has an agreed policy for performance management, it has not been implemented during this academic year because of the staffing difficulties. In addition, the governors' annual report to parents omits some of the required information.
56. Financial management has been weak. The changes of acting headteacher made the setting of this year's annual budget difficult. It has been based on previous budgets, in the absence of a school development plan and longer-term financial planning from the previous academic year. In the previous financial year, the school had a surplus of about five per cent. In the year before, the surplus was even higher. Very little has been spent on maintenance and improvement of the accommodation, and the school buildings and furnishings now need considerable expenditure to restore them to an acceptable condition throughout. The local education authority is paid to provide an advisor to set and oversee the budget. Office staff carry out day-to-day transactions efficiently, including ordering supplies and dealing with dinner money.
57. The school has reviewed some areas of its expenditure, with a view to improving the quality of education it provides. For example, supported by the governors, the school has chosen to employ quite a lot of learning support assistants to help pupils with special educational needs and those who speak English as an additional language. Areas in which expenditure did not give value for money have been identified, such as in school cleaning which is now contracted out rather than being managed by the school. This is cheaper, both financially and in management time, and has led to the school's cleanliness beginning to improve. Overall, the school now applies the principles of best value satisfactorily. It has some procedures for consulting parents, checks its results against national standards, is setting itself higher targets for the future, and is seeking to improve the quality of education so that it compares well with other local schools.
58. There is a satisfactory match of teaching and support staff to the demands of the curriculum. Despite the many changes of staff, there is a good sense of team work. The skills of learning assistants, including those who support those pupils with behaviour difficulties and those with English as an additional language, are good and several have received effective training. The assistants work well with the teachers and play a valuable role in supporting pupils' learning. This is having a positive impact on pupils' progress. The school runs smoothly on a day-to-day basis due to the good administration in the school office.

59. The school's accommodation is satisfactory overall, but with some significant weaknesses. The classrooms have sufficient space and pupils' work is attractively displayed. The school office is well provided with modern working places and is welcoming for parents entering the school. The two designated rooms for ICT suites are very well provisioned, while the music room is spacious and well equipped. However, several of the toilets for both adults and pupils are unhygienic and need replacing. A few of the pupils' cloakrooms are shabby with peeling paint and need redecorating. These unsatisfactory aspects of the school's accommodation are not matching the aims of the school's healthy living policies or its commitment to making the pupils feel valued.
60. The outdoor environment is equally contrasting. There is a fine field with plenty of space for organised games lessons and for pupils to play in the spring and summer months. The play area for the children in the nursery is very good. However, there is no similar area for the children in the reception classes and the teachers are obliged to place a makeshift barrier across a possible exit every time the outdoor area is used. Both playgrounds for pupils have uneven surfaces, and are unattractive places for the pupils to play with no quiet areas and very little shade, while the markings for playground games have faded away. There are several areas around the back and sides of this very large building that are neglected and overgrown with weeds and shrubs.
61. The school has adequate resources to deliver the required curriculum, though there is a need for more artefacts for history and more computers in the classrooms. There is a separate library with a satisfactory range and quality of books for all ages.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To improve the work of the school, the headteacher, staff and governors should:

- i) Raise standards, including in literacy, through:
- expecting more of pupils;
 - monitoring and guiding independent reading systematically;
 - extending the opportunities to write in a wide range of styles;
 - encouraging research skills in a range of subjects;
 - offering appropriately challenging tasks matched to the differing abilities of pupils; and
 - seeking high standards of presentation.

(see paragraphs 5, 11, 18, 26, 42, 73, 75-77, 84, 91, 107, 125)

ii) Seek ways of increasing the number of experienced, permanent staff to whom leadership and management responsibilities can be delegated so that:

- all subjects have a co-ordinator who can take responsibility for the quality of teaching and learning;
- agreed policies are implemented consistently throughout the school;
- new and less experienced teachers receive regular support with their planning, marking and monitoring pupils' progress.

(see paragraphs 18-19, 23-25, 50-51, 55, 79, 86, 92, 96-97, 99, 109, 115)

- iii) Develop effective procedures to check pupils are making the expected progress over time by
- assessing pupils' learning regularly and consistently and matching outcomes carefully to National Curriculum levels;
 - marking pupils' work evaluatively so they know how to improve it;
 - analysing data to check all groups of pupils are achieving equally well;
 - using the information gained to set clear learning targets, assess planning and inform teaching; and
 - improving the tracking of pupils' personal development.

(see paragraphs 11, 14, 18, 40, 42, 78, 85, 90, 92, 96-97, 99, 109, 115)

- iv) Improve communication with parents so they feel better informed about their children's progress, and more aware of the importance of good attendance and punctuality by:
- setting up systems so key information can reach all parents, including those who have difficulty reading English;
 - improving the quality of the governors' report to parents and general newsletters;
 - ensuring all end-of-year reports give parents a clear idea of what their child has learned and sets targets for improvement; and
 - stressing the importance of their children attend regularly and promptly and making sure they know when absences are not acceptable.

(see paragraphs 15, 43-47)

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

- 1) Improve the procedures for monitoring and improving attendance, including the appropriate recording of unauthorised absences.

(see paragraphs 15, 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

67

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

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	4	21	38	1	0	0
Percentage	5	6	31	57	1		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	397
Number of full-time pupils eligible for free school meals	-	144

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register	5	107

English as an additional language	No of pupils
Number of pupils with English as an additional language	181

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	67
Pupils who left the school other than at the usual time of leaving	54

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.6

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	25	29	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	15	19
	Girls	26	25	23
	Total	45	40	42
Percentage of pupils at NC level 2 or above	School	83 (69)	74 (69)	78 (920)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Boys	19	20	22

Numbers of pupils at NC level 2 and above	Girls	25	25	26
	Total	44	45	48
Percentage of pupils at NC level 2 or above	School	81 (67)	83 (85)	89 (85)
	National	85 (84)	89 (88)	89 (88)

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	34	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	21
	Girls	25	25	26
	Total	43	42	47
Percentage of pupils at NC level 4 or above	School	74 (58)	72 (75)	81 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	20
	Girls	23	25	26
	Total	37	43	46
Percentage of pupils at NC level 4 or above	School	65 (60)	74 (68)	79 (69)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	61
Black – African heritage	31
Black – other	42
Indian	39
Pakistani	31
Bangladeshi	5
Chinese	3
White	88

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0

Any other minority ethnic group	38
---------------------------------	----

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)	21.8
Number of pupils per qualified teacher	20
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	17
Total aggregate hours worked per week	502

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	68.5
Number of pupils per FTE adult	25

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

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	2001-2002
	£
Total income	1165135
Total expenditure	1189647
Expenditure per pupil	2717
Balance brought forward from previous year	84318
Balance carried forward to next year	59806

Number of questionnaires sent out	422
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	3	2	2
My child is making good progress in school.	52	35	10	2	1
Behaviour in the school is good.	27	40	25	3	5
My child gets the right amount of work to do at home.	19	51	20	10	0
The teaching is good.	39	45	10	5	1
I am kept well informed about how my child is getting on.	43	41	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	45	42	8	5	0
The school expects my child to work hard and achieve his or her best.	29	53	12	2	4
The school works closely with parents.	25	54	13	7	1
The school is well led and managed.	23	39	23	10	5
The school is helping my child become mature and responsible.	30	50	8	6	6
The school provides an interesting range of activities outside lessons.	15	35	22	14	14

Only 25 parents attended the meeting and 14 per cent completed the questionnaire. As a result, each questionnaire reports less than 1% of the response.

Parents have many concerns at present, due mainly to the recent disruptions amongst the staff and changes in leadership. They feel that, as a result, many aspects of the school's work have been adversely affected. However, over 90% say their children enjoy coming to school. The main concerns relate to behaviour in the school, the lack of regular and sufficient homework, not being closely involved with their children's learning, and the decline in extra-curricular activities.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The school provides a secure and caring environment for children in Nursery and Reception classes, and provision for them is good. This shows good improvement since the last inspection, when provision in the Nursery was judged to be satisfactory. Good teamwork between Nursery and Reception staff ensures that children's needs are met well. The quality of teaching in the Foundation Stage is good in all the areas of learning, and very good in personal and social development. It ranges from excellent to satisfactory, with better teaching overall in the Nursery. Teaching in Reception is mostly good, but there are short periods of the day when activities are insufficiently focused and children tend to lose a sense of purpose in what they are doing.
64. Children enter the Nursery with very low skills in language, and personal, social and emotional development. They attend part-time for three terms before entering Reception classes in September. Both Nursery and Reception staff place strong priority on developing children's personal, social and emotional development and communication skills, and whilst children make good progress overall, their attainment in basic skills is still below average by the time they start Year 1. Children make very good progress in personal, social and emotional skills and in physical development, and attain nationally expected standards in these Early Learning Goals by the end of Reception. Effective systems of observations and assessments, particularly in the Nursery, ensure that activities for all children are suitably challenging, taking account of children's ability, and are firmly based on the curriculum guidance for the Early Learning Goals. All children, including those with special educational needs and those for whom English is an additional language achieve well during their time in the Foundation Stage, and this is due to good teaching, very detailed curriculum planning which all adults understand and follow, and good organisation. The co-ordinator has ensured that there are effective induction procedures for entry into Nursery, and for transition to Reception. Parents are fully informed at all stages, and welcome the opportunities to support and encourage their children by, for example, changing their children's books in the morning, helping in class, or accompanying outings. At present, the co-ordinator has insufficient time to monitor, evaluate and improve provision where it is needed.

Personal, social and emotional development

65. Strong emphasis is given to this area, in both Nursery and Reception, and as a result, children are lively, confident and well-motivated to learn. They enjoy all activities, and show excitement when they succeed with a new challenge. Relationships between adults and children, and children themselves are very good. Children work and play together co-operatively and discuss activities in an animated way. They express their feelings spontaneously, for example, showing excitement for a new activity or laughing with the teacher at quite subtle humour in a story. Children are encouraged to be independent, and this is reflected in their considerable ability to make sensible choices, select resources with ease, and take responsibility for their learning. Staff in both Nursery and Reception have high expectations of children to behave well and to show consideration for others. There is a strong sense of community in both Nursery and Reception classes, and even very minor disputes are extremely rare. Most children treat equipment with care, but occasionally Reception children forget their usual high standards, when they lose interest in an activity.

Communication, language and literacy

66. Role play is a very strong feature of provision in both Nursery and Reception. Each age group has a two-storey role play area, which is used very well to encourage all aspects of this area of learning. For example, children in Reception retold the story of Jack and the Beanstalk in the top of the structure which had been designed as the Giant's Castle with props such as an autoharp and giant utensils. Staff in the Nursery have created a cave where children can feel the atmosphere of night and the 'dark, dark room', and, use torches covered with coloured acetate to support their learning about light and dark. Very effective interaction between adults and children in the Nursery ensures that all children develop confidence in speaking, and small group story times are particularly helpful for creating a comfortable sized audience. Children in Reception thoroughly enjoy listening to well-chosen texts, and appreciate the humour in, for example, 'Has Anyone Seen Jack?'. By the end of Reception, most children recognise and read a few key words, and higher attainers are reading simple books. Most children enjoy 'writing' and frequently choose this activity. Lower attaining children write their name using a name card, and good attention is given to letter formation in Reception.

Mathematical development

67. Children's mathematical development is planned and taught well. Staff use every opportunity to encourage counting, for example, as Reception children line up to come in from the playground, or when Nursery children show interest in the number of letters in the teacher's name. Good emphasis is placed on mathematical language of size, position, shape and quantity. Most children in Reception use 'more than' and 'less than' accurately up to 10, and are quite confident with counting to 20. They have a good understanding of money and coins, and put this into practical use in the Greengrocer's Shop. In a well-planned adult-led activity with coins, children were able to add small amounts and record the results. Children could see the relevance of being able to record numbers in a conventional way, and were keen to write the numerals correctly. One boy successfully added $7+5$, and then realised that he did not know how to write 12. He found out very quickly, and showed great satisfaction at having done so. Nursery children have a wide repertoire of number rhymes and songs, and they are effectively learning the concepts of 'take away' and 'one less'. Staff in both Nursery and Reception work skilfully to encourage children's interest and development in all aspects of mathematical development.

Knowledge and understanding of the world

68. Children are given many opportunities to explore and investigate a wide range of objects and materials. Reclaimed materials are freely available for three-dimensional model-making, and children take great care over their choice of materials and designs. Reception children grow beans and know about the conditions necessary for the process. Computers are an integral part of learning, and children in both Nursery and Reception operate them independently. The programs available are well-chosen, and children know which ones they enjoy most, for example, the dancing rabbit who encourages them to join in the song and dance. Staff never miss opportunities for developing children's spontaneous ideas and interests. A Nursery child's trip to Holland for a wedding prompted a discussion on different modes of transport, and sleeping on a boat. The outdoor area in the Nursery is well-planned to extend children's knowledge and understanding of the world, for example, washing and drying fabrics. Reception class outdoor provision is less well developed as there is no secure area and the playground surface is badly in need of attention. Respect for other cultures is enhanced by visits and visitors. For example, children went to a Hindu Temple to mark their celebration of Divali.

Physical development

69. Children attain the nationally expected standards in physical development by the end of Reception. Staff give good attention to large muscle development and to developing manipulative skills. All children use the school hall to extend their movements, and Reception children were observed making long/round shapes on the wall bars and travelling in different ways over and along box and benches. Nursery children have regular access to wheeled toys which they manoeuvre skilfully, with a good awareness of space and others on the road! Children play well together, and show pleasure at their own and other's success in, for example, throwing and catching large balls, or scoring goals in the basketball net. All children use scissors safely, and are developing good pencil control.

Creative development

70. Children have many opportunities to express themselves through art, music and imaginative play. There is a very good balance of activities for free expression and those where staff teach new techniques. For example, children in Nursery have experienced tie-dyeing fabrics. Reception children have painted pictures in the style of Monet, inspired by 'Water Lilies'. Children learn to mix colours, and high attaining children make predictions of the results when primary colours are mixed. Structured play encourages children to use and develop their imagination in role play activities, or with small world toys. Adults join them whenever possible, to extend storylines. Children have regular opportunities to play instruments, and enjoy singing.

ENGLISH

71. Results in the national assessments of reading and writing at the end of Year 2 were below average in 2001, although above average compared to similar schools. Overall, the results are the same as those gained at the time of the last inspection, whereas nationally results have risen. Girls did better than boys, to a greater extent than nationally.
72. Results at the end of Year 6 have been well below the national average for several years, but in 2001 they rose sharply, to the national average. The trend over the past four years is above the national trend. The proportion who gained level 5, which is above the national expectation, was higher than nationally, indicating that the more able pupils did well. Boys did better than girls in 2000 and 2001, whereas nationally the opposite was the case. In most previous years, girls did better than boys. The 2001 results were well above the average for similar schools. The results were below average compared to schools in which the Year 6 pupils had gained similar overall results four years earlier, when they were at the end of Year 2. However, a comparatively high number of pupils left or joined the school during this time so a direct comparison is not valid.
73. Standards at the end of Years 2 and 6 are below average. The test results are higher than this because teachers prepare Year 6 pupils well for the tests. Pupils' attainment at the start of Year 1 is also below average. So, overall, their achievement is satisfactory in both key stages, although there is a considerable variation between classes, depending on the quality of teaching. Pupils with special educational needs and those who speak English as an additional language make appropriate progress, with good learning when they are given extra support, and so their achievement is satisfactory.
74. Orally, pupils of all ages generally speak clearly and reasonably confidently. The younger pupils listen carefully and so answer teachers' questions relevantly. Many older pupils are articulate, with a good vocabulary. Some lower-attaining pupils and those who are still learning English need help with vocabulary, to move from familiar, colloquial ways of expressing themselves to using

language precisely and formally. A good feature of much teaching observed during the inspection was that teachers helped pupils to understand formal language, by consistently using Standard English when they talked to the class, and by explaining unfamiliar vocabulary met when reading with the class. As a result of this, and from the opportunities pupils are given to answer questions and to discuss in small groups, their achievement in speaking and listening is satisfactory.

75. Pupils' achievement in reading is satisfactory overall, but with a weakness in the breadth of their independent reading. Most pupils in Years 1 and 2 build steadily on the good start made in the Foundation Stage. They enjoy the big books that teachers use as part of the literacy hour, and readily join in the reading and discussion of events of stories. Those who have difficulties are given good support within lessons, and make satisfactory gains in their skills. Activities such as making their own version of a story read together help pupils understand how narratives are organised, and their 'books' show sound knowledge of different types of text. Pupils in Years 1 and 2 also take reading books home, and their parents' help contributes to most learning to read independently. From Year 3 onwards, pupils take books home much less frequently, though teachers encourage them to do so. Few older and more able pupils move on from popular children's fiction to more demanding titles, partly because all teachers do not monitor and guide independent reading systematically. However, in the literacy hour and other reading time in school, pupils make satisfactory gains. By Year 6, almost all recall information and events accurately, and the more able pupils explain implied meanings confidently.
76. Pupils do least well in developing their skills in writing, largely because teachers have generally had low expectations of the quality of their work. The strength lies in imaginative, creative writing. In almost all classes, pupils have much experience in writing narrative. The older pupils' stories have interesting events told in a lively style. Pupils in some classes have written poems with good use of descriptive language. Creative writing is helped by activities such as practising how to make inventive use of metaphors. In almost all classes, pupils have too few opportunities to learn to write in a wide range of styles. Specific skills are taught in worksheet-based exercises, but not linked to subsequent independent work and so skills are not reinforced. The standard of presentation of written work is low. Work is often undated, and with frequent mistakes in spelling and punctuation. Pupils' handwriting is neat in practice exercises, but not at other times.
77. The promotion of literacy skills, particularly writing, in other subjects is unsatisfactory. Teachers give pupils some opportunities for reading, though not often enough for research activities including use of the library and of information books as part of an investigative approach to learning. Sometimes, the worksheets and information sheets that teachers give pupils are too hard for some in the class to read, because the text has not been adapted sufficiently to meet the pupils' needs. In many subjects, an over-use of worksheets means that pupils have few opportunities for writing independently. A low standard of presentation is accepted.
78. The quality of teaching of English is satisfactory in both key stages, although with a wide variation between classes. This is because some of the temporary teachers have not initially had the expertise needed to teach the literacy hour, and have had low expectations of the quality of pupils' written work. The subject co-ordinator has identified these problems and has intervened with training and support wherever possible, and so overall pupils' learning is satisfactory. Strengths observed during the inspection were positive relationships between teachers and pupils, consistent implementation of the school's policy for managing pupils' behaviour, and some teachers' focus on teaching new vocabulary. The teaching was good, and occasionally very good, in about half the lessons observed. Strengths in these lessons included well-planned work that built pupils' knowledge and skill systematically, and was challenging. The teachers asked questions that made pupils think, for example by expecting them to explain their reasons for statements they made. The

group activities were adapted well for pupils of different levels of attainment, and a whole-class discussion at the end of the lesson reinforced and extended the pupils' learning. Although pupils worked willingly in all the lessons observed, they enjoyed those in which the work was demanding and tried hard to do well. However, too little use is made of ICT within English. Assessment information is not used enough to ensure that the work matches pupils' needs. Teachers' marking gives very little information to pupils on how well they have done and rarely tells them how to improve in future. Consequently, pupils have little idea of how to improve the quality of their work and do not take enough care with written work.

79. Overall, taking the school's circumstances into account, the leadership and management of English are satisfactory. However, the improvement in the subject since the last inspection is unsatisfactory. The evidence indicates that the school has managed to raise standards to a level similar to that of five years ago, after a fall following the inspection. It has been successful in raising results recently, particularly in 2001. Nevertheless, many of the weaknesses reported now are similar to those found in 1997. The staffing difficulties which have arisen since the last inspection have meant that in some ways the provision in English is less good than then, despite efforts to maintain standards and improve the quality of teaching. For example, much time has had to be spent on helping new staff with the literacy hour, reducing the time available for other initiatives. The co-ordinator has other major responsibilities within the school, and teaches part-time. This further reduces the amount of time available for focusing on English, which has slowed work on areas that are known to need improvement, including assessment, monitoring standards, teaching literacy skills, and developing a portfolio of written work to exemplify the standards expected in each year group.

MATHEMATICS

80. By the end of Year 2 standards are below those expected nationally. By the end of Year 6, standards are in line with those expected. Since the time of the last inspection report standards have shown an inconsistent pattern, but the older pupils' results have risen sharply since 1998. There are several factors that have contributed to this. The introduction of the National Numeracy Strategy has given a clearer focus to lessons and the overall quality of teaching has risen. 'Setting', whereby pupils are taught in groups based on their prior attainment, has been introduced. This has allowed teachers to focus more effectively on pupils' individual needs. Booster classes are run for pupils whose current attainment is below average.
81. Pupils enter the school below average attainment and many have a limited command of English. Throughout the school pupils make steady progress, but not at a sufficiently high rate to raise their standards to the level expected for their age, year on year. Pupils with special educational needs and those with English as an additional language make similar rates of progress. These pupils are well supported by classroom assistants and class teachers are sensitive to the needs of the range of ability within their classes and plan accordingly. The quality of learning is best in Year 6, where pupils achieve well. It is the boost that they receive here that brings standards up to national norms.
82. Pupils receive a mathematics curriculum that provides coverage of all the required strands of the National Curriculum. However, there are not enough opportunities for investigative work. An appropriate emphasis is placed on the development of numeracy, and opportunities are taken to consolidate knowledge through work in other subjects. In science, for example, Year 4 pupils measure and record the length of their arms and record their findings in block graphs. Knowledge and understanding of angles is reinforced through work in ICT.

83. Younger pupils learn to recognise numbers and to place them in the correct order. They read and write numbers correctly and count both forwards and backwards. By Year 2, almost all pupils have a sound basic understanding of number, some recall of addition and subtraction facts and a growing confidence in working with number. Pupils name common two and three-dimensional shapes, and most describe their properties using correct mathematical terminology. Pupils present data accurately in the form of a block graph. Whilst pupils' overall achievement is satisfactory and most reach the standard expected for their age by the end of Year 2, very few exceed it. Furthermore, a significant number fail to reach this standard. The standard of mental mathematics is improving, but is not yet high enough. Not all teachers place sufficient emphasis on this aspect of mathematics and some lessons are not effective in helping pupils to develop a range of mental strategies to solve problems.
84. By the end of Year 6, pupils of average ability are confident with number. The good rate of progress of the oldest pupils is attributable to the consistency of the teaching, most of which is good, and to the planning of the curriculum, which ensures that knowledge is developed systematically. Pupils learn to make sensible estimates and to check the reasonableness of their answer. They understand area and volume, and most calculate them accurately. Pupils create and interpret data in a variety of graphs. Pupils' attitudes to learning are good. Pupils enjoy the subject and work with enthusiasm. The majority sustains concentration appropriate for their age, and older pupils demonstrate perseverance and concentration. Pupils form good relationships and work well co-operatively and collaboratively. However, the standard of presentation is too low, and teachers do not consistently set sufficiently high standards in this area.
85. The quality of teaching of mathematics is satisfactory. The National Numeracy Strategy is providing a clearer structure for the systematic development of knowledge and understanding. Teachers have a sound knowledge and understanding of the subject, though there are some weaknesses in teaching mental strategies. Teachers explain clearly and all lessons contain some good direct teaching. They are skilful in introducing and reinforcing mathematical vocabulary, so that pupils use it with accuracy and understanding. Teachers plan work carefully and pitch their teaching appropriately for the range of prior attainment in their class. However, not all teachers have sufficiently high expectations of what pupils are capable of achieving and the more able pupils are not challenged often enough by opportunities to undertake investigative work. Good use is made of classroom assistants to support lower attaining pupils. Setting, whereby pupils are taught in groups based on their attainment, has been introduced in an attempt to raise standards. This is having some impact, but the range of ability remains very wide, particularly in the lower sets. Another innovation designed to raise standards has been the use of a computer program to reinforce basic numeracy skills. The effectiveness of this has been limited. On occasions, when pupils are uncertain how to proceed, there is no adult readily available to offer guidance. This results in time being wasted and hinders progress. The quality of marking is unsatisfactory in most cases, as it provides no help to pupils on how to improve their work.
86. There is currently no mathematics co-ordinator. Other senior staff are attempting to fulfil this role until one is appointed. However, they are having to undertake this task alongside their other duties. As a consequence, there is not currently an effective system of monitoring or planning for the further development of the subject. Overall, considering the staffing difficulties faced by the school and the improvement in results at the end of Year 6, the school has made satisfactory progress since the last inspection.

SCIENCE

87. In the previous inspection, standards in science for Year 2 and Year 6 pupils were judged to be below national expectations. Evidence from the inspection of pupils' school work and in lessons show that the standards of pupils presently in Year 2 are overall below average, but by Year 6, standards are in line with national expectations. Standards have improved over time because the curriculum is better organised and the subject is taught more regularly, enabling pupils to develop a sounder knowledge and understanding of the subject. However, at present, standards are not consistently in line throughout the school and pupils are not achieving at the same rate year on year. This is due to the significant difficulties with teacher recruitment and retention, together with the loss of the science co-ordinator. However, pupils achieve well in Year 6 due to intensive teaching of the subject and a detailed revision programme.
88. An analysis of work in pupils' books shows all strands of the subject are covered each year, including investigative and experimental science. However, pupils in Year 6 have covered less work in this particular aspect, though it is planned to be a major part of their curriculum for the rest of this term. Until recently, lessons in Year 6 were limited to reinforcing the areas that are covered in the national tests, which does not include investigative and experimental science. Across the school, some units of work have good coverage, but at other times, recorded work lacks breadth and depth. A heavy reliance on worksheets limits pupils' learning in some classes, and written work is not always completed. Pupils learning English as an additional language benefit from the practical opportunities offered, such as Year 1 studying the shadows created by a torch and Teddy Bear, or Year 4 investigating how long ice cubes took to melt when left in different places.
89. By Year 6, pupils understand it is important to test ideas using evidence from observation and measurement. They use simple equipment and materials appropriately to set up an experiment. Although they understand the principles of a fair test, they do not always have due regard to these when conducting their own investigations. For instance, when investigating how to make a bulb go dimmer, pupils included several variables and so it was not clear exactly which element had caused the change. Pupils have secure knowledge about the life processes of humans and plants. They understand that different habitats support different animals and plants, and the interdependence of each. They use keys accurately to identify a set of mammals and invertebrates. They describe changes that occur when materials are heated or cooled and refer to the outcomes appropriately as being reversible or irreversible change. They construct circuits incorporating switches and buzzers, and describe accurately the effect of gravity, and forces being affected by air resistance.
90. One lesson in each year was observed. The quality of teaching and learning was satisfactory overall. Teachers demonstrate sound subject knowledge and use appropriate specialist language, such as 'permeability' and 'vertebrae'. Key words were not displayed at any time, however, to reinforce new vocabulary and support pupils' writing. Teachers use well-sequenced, open-ended questions to encourage pupils to think, but do not always get a good response, as some pupils lack self-esteem and prefer not to risk a wrong answer. Teachers give pupils the opportunity to take an active part in lessons, which reinforces their understanding. For instance, Year 3 tested soil samples to see which had the better drainage. The task was linked well to a real-life problem, "Which soil will be best to use for our plant?" A weakness was that there was insufficient emphasis on making the test fair by having equal amounts of soil, or pouring in the water at the same time. As a result, not all the pupils could draw secure conclusions. However, good follow-up questioning helped examine these difficulties and pupils' understanding was extended. In Year 4, the teacher used ICT effectively to extend pupils' understanding of the skeleton and muscles, prior

to investigating what happens to their bodies when they exercise. Good use is made of teaching assistants and specialist teachers to support different groups of pupils effectively. In this way, all are helped to learn. Teachers' marking is poor, with rarely more than a tick and positive comment. Pupils, therefore, do not really know if their work is at an acceptable standard, and do not know what they need to do in order to improve.

91. Literacy skills are used to support learning at times, but not consistently so. Sometimes pupils are encouraged to write their own accounts of what happened and there is some evidence that pupils are shown how to record an experiment in the agreed scientific manner. This is not taught in a progressive way, however. The over-reliance of worksheets restricts pupils' writing. Some work indicates the use of research from books, CD-ROM's and information sheets. Numeracy skills are promoted satisfactorily. For instance, Year 2 conduct a survey of animals found in the school grounds and placed them in a chart according to the number of legs they had. Year 4 measured the temperature of the water inside beakers insulated with different materials, every five minutes, and Year 5 completed a graph to show the distance from the sun of each planet in the solar system.
92. The previous co-ordinator developed a detailed and helpful scheme of work which was used throughout the school. She monitored pupils' work, planning and teaching and this led to improved standards. However, she is no longer in post and the many recent changes of staff have meant standards have dropped in some areas. Although checks are made on how well pupils' have met the learning objectives at the end of every unit, teachers do not all have a secure understanding of the National Curriculum level descriptors in order to judge learning accurately. As a result, the weaknesses developing in the subject have not been identified, which could have a severe affect on pupils' achievement over time if they are not addressed. Pupils are tested each year and the results are analysed and used effectively to check progress and identify weaknesses, but it is not clear how this is used to change planning or to set targets. The previous co-ordinator, who has a good understanding of what needs to be done, is now in a position where she can oversee the subject until a new co-ordinator is appointed. Overall, improvements since the previous inspection have been good.

ART and DESIGN

93. Pupils' work in art and design by Year 2 meets expectations, and they achieve well. By Year 6, however, attainment is not high enough. Standards are below average, and show a decline from those reported in the previous inspection. Pupils with special educational needs make sound progress, and some do well to produce some of the best work.
94. Year 1 pupils produce sound patterns using a computer art program, and create interesting prints using cut pieces of fruit. Their three-dimensional work is of a good quality, particularly when making collages using different textured materials. Year 2 pupils paint effective pictures in the style of Mondrian, which capture the artist's techniques well. Pupils take great care with their work, and show a good attention to presentation and detail.
95. Year 6 pupils paint vivid pictures in the style of Quentin Blake and Paul Cezanne, but much of their work is immature. Their drawings of human figures show a weak understanding of how limbs move, and the proportions of the head, trunk and legs are often wrong. Few pupils use pencils and charcoal well, or have much idea of how to create different effects by using the sides of tools, or applying variable pressure.

96. The quality of teaching seen in the inspection was satisfactory, and developed pupils' basic skills reasonably well. The analysis of pupils' work and that displayed on the walls, however, shows that teachers in Years 3 to 6 provide too little work that is planned to build pupils skills progressively as they move through the school. This explains why, in a Year 6 lesson, the teacher had to start from a low baseline when teaching pupils how to create textured effects. Few pupils had the skills to produce landscapes in the style of Van Gough, and their attempts at using a pencil to show different textures were more in line with standards of Year 2 pupils. The teacher did well, however, to encourage pupils, and intervened effectively when they ran short of ideas. The best work is produced by a teaching assistant, who takes each class for a few lessons. This gifted artist has the skills to enable pupils to produce work of a high quality, and one piece of work in the style of Aboriginal art is excellent.
97. There is no co-ordinator for art and design to promote and develop the subject. The curriculum is based on a sound document produced by the local education authority, but there is no monitoring of its use. The resources are satisfactory, and enable pupils experiment with a wide range of techniques and materials. The focus on art from around the world helps to develop pupils' cultural and social awareness. The school has no formal assessment procedures, to check pupils' are making the expected progress.

DESIGN and TECHNOLOGY

98. There was insufficient evidence to make a judgement on standards in the subject, and no lessons were seen during the inspection. Two of the three finished products available for the inspection (musical instruments of cardboard and elastic bands) were of a poor quality when considering the age of the pupils who had produced them. Tudor houses of cardboard made by pupils in Year 4 were unsupported by evidence of planning or evaluation. However, it was clear from discussions with pupils in Year 6 that they have a sound understanding of the processes involved in the subject, and have had a range of experiences throughout their time in school. For example, in Year 5 pupils made a new soup. They considered who would be likely to eat it, and did a survey to find out popular vegetables to decide on ingredients. Labels were designed, and the soup was made and tested. After evaluation, modifications were suggested. Pupils in Year 4 made drinks' containers based on the principles of insulation and understood effective ways to keep drinks hot or cold.
99. There is no co-ordinator for design and technology to monitor standards of teaching and learning. As there are long gaps between each project, pupils do not have regular opportunities to apply their knowledge, skills and understanding. The new scheme of work is comprehensive, but there are no useful records of pupils' progress.

GEOGRAPHY

100. By Year 6, standards are below those expected. This was also the finding at the time of the last inspection. There is insufficient evidence to be able to make a secure judgement of the standards reached by Year 2. Due to the organisation of the curriculum, pupils only study geography at infrequent intervals. This results in skills not being built on and developed in a systematic way. This is not to say that good work does not take place. Pupils often make good progress during the 'block' of time when they are taught geography. However, their standards slip if there is too long a period between these 'blocks'. As a result, progress over time is unsatisfactory.

101. From an analysis of pupils' work, younger pupils show some understanding of the area in which they live and some ways in which it differs from other places. They produce simple maps, but many cannot distinguish between human and physical features. A lack of general knowledge and limited experiences hamper a significant minority. In a Year 2 lesson, for example, the teacher had to explain that footprints would be left in the sand on a beach rather than in the sea.
102. Year 6 pupils know that people can alter the environment, for better or worse. They appreciate that climate plays an important role in shaping an environment and use atlases appropriately. However, only the more able pupils use map co-ordinates accurately or understand the most commonly used map symbols. Pupils' knowledge of places is patchy. Most distinguish between a continent and a country, but comparatively few can identify countries on a map with confidence.
103. The quality of teaching is satisfactory. In approximately half the lessons observed during the inspection, it was good. In these lessons pupils progressed well. However, progress over time is more variable. In some of the past work examined, too little had been produced and this was not always of high enough quality. Teachers plan thoroughly. They make good use of resources and are link the work, where appropriate, in other subjects. For example, Year 3 pupils used the Internet to learn about climate and features of different countries and Year 5 pupils linked their study of the geography of Greece with their history work on Ancient Greece. A successful Year 6 lesson focussed on a debate on the advantages and disadvantages of a proposed development of a marina and hotel complex in St. Lucia. Pupils took the parts of various interested parties, including a tourist and a local worker. This activity helped to develop speaking and listening skills and the notion of citizenship, in addition to developing pupils' knowledge and understanding of life on this island.
104. Leadership and management of the subject are satisfactory. The co-ordinator has been in post since the start of this academic year. She has produced an action plan to further develop the subject. The school is well placed to improve further.

HISTORY

105. The evidence of pupils' written work, discussions with pupils and two lessons observed indicates that standards are below expectations at the end of Years 2 and 6. There was insufficient evidence to judge pupils' achievement. Pupils are strongest in their knowledge of historical facts, but weak in finding out about the past and interpreting evidence.
106. At the time of the inspection, Year 2 pupils were working on the topic of the seaside, linked to work on the Victorians. They have recorded some information on Queen Victoria and coloured in a few pictures, often rather unevenly. In the lesson observed, they were keen to answer questions on a picture of a Victorian seaside scene, but had considerable difficulty in identifying differences between then and the present time. They recorded some information on what they observed, many making basic mistakes in spelling and punctuation.
107. Older pupils in most classes have had some opportunities for writing in history, but much of their work is untidy and some is unfinished. Opportunities to improve and extend pupils' skills in reading and writing have been missed, including use of the library and of ICT for researching information. Some work is undemanding, such as word searches and filling in the gaps in information they copy out. However, in some classes pupils have been set a good variety of interesting tasks that have encouraged them to think historically. For example, pupils in Year 5

have written a play based on the Gunpowder Plot, and pupils in Year 6 have written about what they would put in a time capsule. By Year 6, pupils are reasonably confident in their explanations of past events, and the written work of the more able pupils is thoughtful.

108. There was insufficient evidence to judge the quality of teaching and learning. Only one lesson was observed, where both were satisfactory.
109. Overall, the improvement in history since the last inspection is unsatisfactory as standards appear to be weaker than reported then and the weaknesses are similar to those found then. However, history is now led and managed satisfactorily, with a clear understanding of the areas that need improvement. These include curriculum planning, which was developed after the last inspection but now needs further modification, marking and teachers' assessment of pupils' learning. Improvements have recently been made to resources, although more artefacts are still needed. Pupils' learning is extended by a good range of visits, such as to Penshurst Place, by events such as a Roman day, and by theatre group visits such as on Ancient Greece.

INFORMATION and COMMUNICATION TECHNOLOGY (ICT)

110. During the inspection week it was only possible to observe lessons in Years 1 to 4. Therefore, judgements on attainment and teaching by the end of Year 6 are based on several discussions with the co-ordinator, a scrutiny of the teachers' planning documents and pupils' work, as well as a discussion with Year 6 pupils.
111. Standards of attainment are below expectations by the end of Year 2 and Year 6, though the achievement of all pupils, including those with special educational needs and those learning English as an additional language, is satisfactory. This judgement is in line with that of the previous inspection. By the end of Year 2, a few pupils use the mouse well to select from an on-screen menu, to 'drag and drop' screen icons and to instruct things to happen on the screen. However, most pupils are slow using the keyboard and only use one hand to type. Not all can identify the space bar and shift keys. Year 2 pupils have had experience of programming a floor robot to move in different directions and have created bar graphs of the eye colour of the pupils in their class.
112. By the end of Year 6, most pupils, when word processing, use different size, style and colour of fonts effectively. In the work scrutiny, there was very little evidence of pupils' work due to problems with the printer in the suite, but the pupils were able to recall their work and give evidence of their skills in aspects of the subject. For example, they have experienced creating a database and then used it to draw conclusions from the information. They produced simple spreadsheets to record the test results of pupils in another class. However, they have had little experience of exploring the Internet to conduct research, and have had no experience of sending e-mails. They know very little about the use of ICT outside school. They have had some experience of creating a multimedia presentation and will be working on this aspect this term. It is clear that the pupils are following a suitable programme of work but, because there are no computers in the classroom yet, their experience is restricted to one hour per week in the suite. Their knowledge of what they have learned is not reinforced. Occasionally, the co-ordinator teaches alongside individual class teachers and, together, they can ensure that the pupils have more 'hands on' experience.
113. The quality of teaching and learning in the three lessons observed was satisfactory. In Year 1, the effective use of time ensured that the pupils had sufficient 'hands on' experience on the computers. The teachers gave clear instructions and used good resources to show the pupils what

they were expected to learn in the lesson. As a result, the pupils were eager to make a start and wasted no time getting on with the task. The teachers demonstrated the step-by-step procedures for creating pictures on screen of playground games. The pupils achieved this objective well within the lesson and, with support, were able to use the 'magic wand' tool to multiply the figures on the screen. In Year 2, though the pupils made appropriate progress, the planning contained too complex an activity for the pupils to move forward well in their learning. Pupils have good attitudes towards the subject and their behaviour in the suite is usually good. They work well together and are eager to learn new skills. The pupils who have developed good skills are happy to help others and are patient.

114. Links are being developed with other subjects in the curriculum. In a science lesson, the quality of teaching and learning was very good due to the excellent links between the two subjects and the effective working partnership of the teacher and the ICT co-ordinator. By the end of the lesson, six pupils were able to demonstrate to the class how to use the new laptops and all the pupils then watched a very good program about the human body. In mathematics, pupils use a specific suite to reinforce their numeracy skills and knowledge, though this is restricted to Year 2 and Year 6 pupils only. In geography, pupils have begun to work on a multimedia presentation about St Lucia.

115. The co-ordinator is knowledgeable and works very hard to promote the subject. Her development plans are detailed and appropriate. She has half a day per week to carry out her responsibilities, but often, the support suffers as a result of the lack of time available. Although the ratio of computers to pupils is in line with the national expectation, one suite is used exclusively for a mathematics program. The use of this needs to be reviewed as it is under-used throughout the week. In real terms, there are not enough computers as there are none in the classrooms. This is having an impact on pupils' learning as they have little opportunity to reinforce their skills. However, the school has recently bought six laptops that will be used initially by Year 4 pupils. There is no assessment programme in place to identify the progress of the pupils. There is an appropriate contribution to the spiritual and social development of the pupils in this subject. For example, there was definitely a 'wow' factor when pupils used the 'magic wand' tool to multiply their patterns on the screen and, socially, they help and encourage each other as well as working collaboratively.

MUSIC

116. Only three lessons were observed in music, and also a singing assembly. The evidence is too limited to form an overall judgement on standards reached. Pupils sing well and with enjoyment. They illustrate good control of pitch, a sense of phrase and musical expression. They have learnt a range of songs and sing many of them unaccompanied, with confidence and in good tune. Year 6 pupils, in groups, use symbols, including the basic notation of crotchets and quavers, to compose their own simple rhythm and perform it to the rest of the class. They are not yet at the stage of including a combination of different elements to create a specific mood or effect, as is expected for their age. No work was seen where pupils analysed and compared sounds, used movement or expressive language to respond to music, or studied how time and place influences the way music is created. Some music was played as pupils came into assembly, but the opportunity to talk about it was missed on occasions.

117. The quality of teaching and learning in the lessons observed was satisfactory. Teachers had planned the lessons to a clear learning objective, but expectations for the older pupils were relatively low due to their below-average levels of attainment in the aspect being taught. Pupils in Year 5 needed to practice keeping the beat and then a set rhythm in a group, before they could

successfully layer it with the other groups. The teacher used the correct specialist vocabulary, such as texture, rhythm, and metronome but did not insist on the correct names for the instruments being used. Some pupils referred to the guiros as ‘scrapers’ and the maracas as ‘shakers’, for example. In Year 1, good use was made of ICT to generate the sounds of a spaceship. Pupils were encouraged to use their voices imaginatively to represent different noises in space. Through good choice of music and appropriate questioning, pupils explored long and short, loud and soft, and fast and slow sounds. By the time classes reach the designated music room, the available time is too short for teachers to fully develop the work, or include a range of experiences.

118. The newly appointed co-ordinator has appropriately identified the need to review the scheme of work. The present scheme is very technical and difficult for non-specialist teachers to implement successfully. The co-ordinator has researched some alternatives and, after agreement has been reached, it is planned for the new scheme to be adopted and put in place ready for next term. This should provide more secure support for all teachers and ensure the subject is taught regularly and progressively. Money has been allocated appropriately to extend the range of music for listening and to replace worn instruments. The Year 6 pupils are presently involved with a local secondary school in a creative arts production, which is extending their musical experiences. Some pupils benefit from piano tuition and the school supports them in this by encouraging them to perform at assemblies.

PHYSICAL EDUCATION

119. It is not possible to make an overall judgement of standards in physical education, as no gymnastics or dance lessons were taking place during the inspection. Apart from one swimming session, only games lessons were observed. Standards in these were in line with the expected level for pupils by the end of Years 2 and 6. Teachers’ planning was examined, and from this it is clear that, over the year, pupils follow a broad and balanced curriculum, which provides a suitable range of experiences.
120. In games lessons, pupils are taught ball skills such as throwing and catching, and basic tactics, such as finding space to receive a pass. The school makes good use of specialist coaching to develop pupils’ swimming skills and, by the time they leave the school, they attain well as nearly all swim twenty-five metres. The school has football and netball teams and takes part in the Borough Sports. Last year the school participated in the Croydon Dance Festival at the Fairfield Hall. Pupils of all abilities make satisfactory progress. Most listen attentively and work with commitment and energy during their lessons.
121. The quality of teaching is satisfactory overall, but is rarely better because pupils are not consistently taught the importance of planning and evaluating for themselves. Due attention is paid to safety issues, particularly in moving equipment and the safe use of available space. All lessons observed included appropriate activities for ‘warming-up’ at the start of the lesson and ‘cooling down’ at the end. Whilst teachers make use of pupils’ demonstrations to illustrate good performance, they vary in how well they do this. In the most effective lessons there is appropriate emphasis on the teaching of techniques at times when pupils are unsure what they need to do next to improve their performance. In a Year 1 lesson, the teacher took time to demonstrate the correct way to hold the bat. As a consequence, pupils were able to hit the ball with increased accuracy. Their success provided further motivation. However, in other lessons teachers offer insufficient guidance. Progress in a lesson involving throwing a ball was limited, as the teacher did not advise on the importance of body position or the use of the non-throwing arm.

122. At present there is no co-ordinator for the subject. Pupils have the opportunity to play football and netball after school, though some of the other sporting activities that were available have been discontinued, which has disappointed the parents and the pupils.

RELIGIOUS EDUCATION

123. By the end of Year 6, pupils attain standards that are in line with the expectations of the local Agreed Syllabus. Standards are similar to those reported at the last inspection. Pupils in Year 2 are beginning to compare religions, based on their own experience. For example, they know that prayer is an important element of several faiths. They understand the need for rules and restrictions in order to live comfortably together, and have a strong understanding about what is right and wrong, for example, being kind and helpful, and not fighting or swearing. Some of these younger pupils are aware of national issues. For example, a response to the task of considering five rules for a good and helpful life was 'Don't kill someone when they're sick'.

124. Discussion with pupils in Year 6 reflected that their understanding of the beliefs and teachings, festivals and practices of Christianity and other principal religions has deepened. They understand how religious, moral and spiritual development are linked. For example, by 'thinking deeply' and learning about other faiths 'you get a better view of the world'. They also feel that religious education has helped pupils in their school to respect each other's faiths. Written work does not always reflect the quality and depth of pupils' thinking.

125. In the few lessons seen during the inspection, teachers demonstrated good subject knowledge and effective use of resources to explain and reinforce new ideas. For example, pupils in Year 4 studying Buddhism were helped to understand the meaning of 'offering' and 'admiration' by simple texts/illustrations and examples. Reading the storybook 'Badger's Parting Gift' gave younger pupils good opportunities to explore emotions associated with loss. Pupils of all ages show interest in the subject, but in some lessons they are expected to listen to the teacher for too long. They become restless, and lose concentration. Independent work often involves commercially prepared worksheets which, although they serve their purpose in creating a written record of work for each pupil, are sometimes restrictive and dull. Pupils with special educational needs and those for whom English is an additional language are supported well by learning assistants, for example, in attempting to write Hebrew letters. It was difficult for these young pupils to remember to write from right to left, as well as concentrate on the shapes. All pupils were able to show completed whiteboards, and celebrated each other's success during the plenary.

126. Curriculum planning has improved since the last inspection. Good use is made of expertise within the school community to enhance pupils' learning about other faiths. Leadership and management of the subject are satisfactory, though the co-ordinator has had few opportunities yet to monitor the quality of teaching and learning in religious education.