

INSPECTION REPORT

ELMWOOD JUNIOR SCHOOL

Croydon Surrey

LEA area: Croydon

Unique reference number: 101720

Headteacher: Mrs H L Jones

Reporting inspector: Dennis Maxwell
8798

Dates of inspection: 31 January – 3 February 2000

Inspection number: 197179

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Lodge Road Croydon Surrey
Postcode:	CR0 2PL
Telephone number:	0181 684 4007
Fax number:	-
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Dancy
Date of previous inspection:	11 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dennis Maxwell	Registered inspector	Mathematics	Teaching and learning
		Music	Results and achievements
			How is school led and managed
Christine Haggerty	Lay inspector		Equal opportunities
			Teaching and learning (S)
			Attitudes, values and personal development
			How well does the school care for its pupils (S)
			Partnership with parents (S)
			How well is school led and managed (S)
Graham Johnson	Team inspector	English	Results and achievements
		Physical education	How well are pupils taught
Jean Newing	Team inspector	History	Special educational needs
		Religious education	Attitudes, values and personal development (S)
			Curricular and other opportunities
Paul Stevens	Team inspector	Science	English as Additional Language
		Information technology	Curricular and other opportunities (S)
			How well does the school care for its pupils
			How well is school led and managed (S)
Peggy Waterston	Team inspector	Art	How well are pupils taught (S)
		Design and technology	Partnership with parents
		Geography	How well is school led and managed (S)

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Elmwood Junior School is a large school, with 458 boys and girls aged 7 to 11 years. The neighbourhood is culturally rich, and around 70 per cent of pupils come from ethnic minority groups. Of these, over 15 per cent are black with a Caribbean heritage and 7 per cent are black with an African heritage. A further 15 per cent are Indian, 12 per cent are Pakistani and many other countries of origin are represented. There are 12 pupils from refugee families. Forty-four per cent of the pupils have English as an additional language. The pupils' attainment on entry to the school is below average. There are 124 pupils with special educational needs, of whom 5 pupils have statements of need. Pupil mobility is high, at around 20 per cent each year. Thirty-five per cent of pupils are eligible for free school meals, which is above average.

HOW GOOD THE SCHOOL IS

This is a successful school. The percentage of pupils reaching Level 4 at the end of Key Stage 2 has increased in English, mathematics and science over the past four years and the test results are above those for Croydon. The overall quality of education is good, with many rich experiences. Teaching is good, with strengths in literacy, numeracy, science and music, so that pupils make good progress through the school to reach average standards from a low start at entry. The pupils enjoy school and form happy friendships. Behaviour is very good. Further work is needed to improve design and technology, and information technology. The headteacher provides thoughtful and effective leadership for the direction of the school. Some aspects of management such as monitoring the daily work of the school should be more systematic. The school provides satisfactory value for money.

What the school does well

- The school gives thorough attention to skills in English, mathematics and science that help to raise standards.
- Teaching is good, with many very good or excellent lessons.
- The school provides many good experiences to which all pupils have equal access.
- Pupils have a strong interest in the tasks set and learn new skills well.
- Good pupil management leads to very good behaviour.
- The school has a caring ethos and pupils feel safe.
- The provision for pupils' personal development is good, and includes their spiritual and moral development.
- Community links, provision for pupils with English as an additional language and provision for pupils with special educational needs are strengths of the school.

What could be improved

- The attendance of pupils at the school, and monitoring pupils' attendance.
- The contribution of staff with management responsibilities to school improvement.
- Standards in information technology and in design and technology.
- The effectiveness of administrative procedures to support the smooth running of the school, including the use of the office computer technology.
- Making the school's approach to homework clear to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, in November 1996, the quality of teaching has improved significantly. The school has worked at all the issues raised in the last inspection, so that standards of reading, and the range, content and length of writing have improved. In history, pupils are gaining good enquiry skills. The work of information technology is more consistent. The teaching of science is now good. Schemes of work for art, design and technology, and geography are now in place. There is more work to be done for handwriting, art and design and technology. The headteacher has worked

consistently towards raising standards and improving provision. The high quality ethos identifies the school as a caring community. The day-to-day administration in the school office is inefficient. Weaknesses in some of the day-to-day administrative procedures were noted in the previous inspection and some of these remain. The office computer is underused.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	C	B
Mathematics	D	B	D	C
Science	D	B	D	C

Key	
well above average	A
above average	B
Average	C
Below average	D
Well below average	E

In comparison with similar schools that have between 20 and 35 per cent of pupils eligible for free school meals, as well as other social or language needs, pupils reach standards that are above average in English and average in mathematics and science. In comparison with all schools, the proportion of pupils reaching Level 4 or above in the 1999 national tests was close to the national average in English, mathematics and science. The analysis of information about pupils' standards on entry to the school and in Year 4 indicates that few pupils would be expected to reach Level 5 by the end of the key stage, and this was the case. The trend in the school's performance since the previous inspection shows steady improvement in line with the national trend. The inspectors judge that the pupils are performing better than might be expected towards challenging targets.

The quality of pupils' written work and spelling is now of the standard expected, the school having worked hard at this aspect of the curriculum. Pupils make good progress in reading so that attainment is average by Year 6. Higher-attaining pupils read from too narrow a range of material. Attainment in writing is average, and is used well to support other subjects, such as history. By Year 6, most pupils have a reasonable grasp of the four mathematical rules, indicating average standards in numeracy, although they still make occasional slips. Pupils understand what is required for setting up an investigation with a fair test in science, but their knowledge of life processes and living things is less well developed. Pupils' attainment is below average in information technology, but the school has firm plans to make a substantial investment that is intended to raise standards. Pupils' gains in skills in art, and in design and technology are below those expected.

Pupils are making satisfactory gains in knowledge in history, using enquiry skills. Pupils take part in a very good range of high quality musical experiences. Pupils gain appropriate skills in physical education. The school offers a wide range of extra-curricular games and sports. Standards in religious education are in line with those expected in the locally Agreed Syllabus. Pupils in Year 4, for example, know that each major religion has a special book, a special place of worship and celebrates certain festivals. Personal, social and health education contributes to pupils' spiritual and social development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' positive attitudes to school help to raise standards. Most pupils quickly become interested in their tasks.
Behaviour, in and out of classrooms	The pupils' behaviour is a strength of the school, promoted by good behaviour strategies. The pupils who have behaviour difficulties are supported very well.
Personal development and relationships	The pupils form happy relationships. The good classroom management encourages them to work together constructively and become more mature.
Attendance	Attendance last year was below average. Several families take extended holidays to visit relatives on the Indian sub-continent in term-time. No unauthorised absence was recorded.

Pupils are keen to come to school, many running into the playground to greet their friends. Pupils usually concentrate well and enjoy the tasks, helping their attainment. The behaviour of pupils is a strength of the school. Pupils' personal development is good and relationships within the school are very good. Pupils take increasing responsibility for their work as they move through the school, gaining in maturity and confidence. Pupils show respect for religions different from their own.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	Good

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

Teaching is good overall and contributes strongly to pupils' learning so that they make good progress. Teaching is satisfactory or better in 91 per cent of lessons, and very good or excellent in 17 per cent. The strengths of teaching include good subject knowledge and a good interactive style. Teachers mark pupils work carefully and set homework, although the pattern of homework has not been set out clearly for parents. Good planning results in most lessons having a good structure. The higher-attaining pupils are not always challenged to extend their knowledge and understanding sufficiently. The management of pupils is generally very good. The quality of teaching for the literacy and numeracy strategies is good, being planned thoroughly and implemented fully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides mostly worthwhile tasks through a broad and balanced curriculum, and meets statutory requirements, although there is light coverage of art and design and technology. There is good support for reading.
Provision for pupils with special educational needs	Very good, and a strength of the school. Individual needs are clearly identified early in their school career, and appropriate support is targeted carefully.
Provision for pupils with English as an additional language	A strength of the school. The school provides strong support. The effective team works closely with pupils. Parents are thoroughly involved in their children's personal and academic development through regular liaison.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's policy and practice for promoting pupils' personal development are good. The school's ethos is very good and promotes racial harmony. The elements of spiritual, moral, social and cultural development are promoted well.
How well the school cares for its pupils	Many decisions are decided through concern for the pupils' welfare. The headteacher and all staff have created a caring community in which pupils are ready to learn. Pupils' attainment and development are monitored very well.

The curriculum is broad and balanced overall, and meets statutory requirements, although there is light coverage of art and design and technology. The school welcomes parents and carers into its community, and most communication is helpful. Parents are satisfied with standards and provision. Good procedures for health and safety are in place.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives good leadership for the school as a caring community. The senior staff provides a good lead in co-ordinating year group teams, the induction of new staff, managing SEN and new curriculum initiatives.
How well the governors fulfil their responsibilities	The establishment of the governing body is too recent for appropriate procedures to be in place.
The school's evaluation of its performance	The school analyses the results of national and other tests carefully to inform decisions. Several good monitoring procedures are in place, but they should be more systematic.
The strategic use of resources	Good overall. The school identifies priorities but does not plan the use of its resources sufficiently to meet longer-term priorities linked to budget decisions.

There are sufficient teaching and support staff to meet the demands of the curriculum. The accommodation is adequate overall, with a few good facilities such as the library. The attractive and energy-efficient windows at the front of the building contrast with the poor condition of those at the back. The grassed area in the school grounds is small for the size of the school. The quality and range of resources is good for most subjects. The headteacher uses her considerable understanding of people and her interpersonal skills to create a harmonious, purposeful atmosphere. She is in close touch with all aspects of school life. The school seeks to obtain best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel that children are making good progress. • They find behaviour is good. • They think pupils are expected to work hard and do their best. • Their children like school. • The teaching is good. • Most parents would feel happy about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • A few parents feel children do not get the right amount of work to do at home. • A few parents do not think the school works closely with them. • A few parents do not think the school provides an interesting range of activities outside lessons.

The inspectors agree with the positive views of parents. They agree with parents that the amount of homework set by teachers is not made clear. The inspectors have found that there is close cooperation with parents over such matters as behaviour or English as an additional language, but not in some other matters such as preparing the home/school agreement. The inspectors think there is a good selection and variety of activities outside lessons, which includes music, sport, major productions and a steel band.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in English, mathematics and science are in line with national averages by the end of the key stage. The findings of this report confirm the results of national tests in 1999 for these three subjects. The percentage of pupils reaching Level 4 and above in English, mathematics and science was close to the national average. However, the percentages reaching the higher Level 5 was well below average in English and mathematics, and below in science. Since the last inspection, test results for each subject have followed an improving trend that is broadly in line with the national trend. The school sets carefully thought out targets related to the ability profile of the pupils. These are challenging, and the school is making good progress towards them.
2. In comparison with schools having a similar background, with between 20 and 35 per cent free school meals, attainment is above average in English, and average in mathematics and science. However, the percentage of pupils gaining the higher Level 5 is below average in all three subjects. There is clear evidence that the attainment of pupils entering the school in Year 3 is below average. The pupils make good progress through the school in reaching average standards by Year 6. Intake figures suggest that only a small number of pupils may be expected to gain a Level 5 by Year 6. Pupils of different attainment generally make similar progress, although a minority of higher-attaining pupils are not challenged enough to read widely, nor to write in sufficient detail and length. Girls and boys achieve similarly. There are no significant variations in attainment among pupils of different ethnic groups, background or language. The requirements of pupils with special educational needs are identified early and accurately. They receive well-targeted support, which enables them to make good progress towards the targets on their Individual Education Plans.
3. The last report stated that skills in writing, spelling and handwriting were not well-developed. The quality of pupils' written work and spelling has improved and literacy is now of the standard expected, the school having worked hard at this aspect of the curriculum. Handwriting is taught systematically, but progress is slower than in other aspects. Pupils listen considerately to others, and progress in speaking is satisfactory. Pupils make good progress in reading so that attainment is average by Year 6. Many pupils practise their skills at home, benefiting from the support of parents and other adults. Higher-attaining pupils read from too narrow a range of material. Attainment in writing is average by the end of Year 6. In their literacy lessons, pupils practise writing in different styles for different audiences. Younger pupils, for example, are asked to retell or invent stories based on those by Rudyard Kipling, while older pupils are encouraged to write persuasively, and to edit and improve upon their first efforts. Writing skills are used well to support other subjects, especially history and religious education.
4. Several teachers have very good teaching strategies that are applied to good effect in the number work and mental arithmetic through the school. In Year 3, for example, pupils explained their strategies when adding 3-digit numbers and in Year 4 the higher-attaining pupils set out subtractions correctly. In Year 5, pupils showed quite good understanding of the properties of different triangles. By Year 6, most pupils have a reasonable grasp of the four rules and usually explain their methods clearly, indicating average standards in numeracy. Pupils' written calculations are usually correct and presented showing the correct steps, although they still occasionally make slips. Most pupils prepare simple graphs correctly by the end of the key stage, although pupils have more difficulty over working out a scale. Pupils have a satisfactory knowledge of two-dimensional shapes and know properties of a triangle, such as having a line of symmetry, a right angle or equal sides. Pupils make satisfactory use of numeracy skills across the curriculum, for example, in science and physical education.
5. Pupils at the end of Key Stage 2 understand how to set up a fair test, for example, of the insulating properties of various materials, and make sensible predictions. Many pupils know that floating is the result of balanced forces, and explain night and day as well as the apparent

movement of the sun. They can construct a variety of electric circuits and understand conduction. Their knowledge about scientific changes, such as evaporation and condensation during the water cycle, is sound. However, their knowledge of life processes and living things is less well developed. They have, for example, little knowledge of the parts and functions of plants and the human body. The school has made improvements since the previous inspection and teachers' planning and methods are supporting attainment, with good subject knowledge.

6. The previous inspection reported that standards in art, design and technology and geography were below average. Present standards in observational drawing are about average, but in other areas pupils' artistic skills and understanding are less than expected. Teachers appreciate the importance of drawing skill to underpin all development in art, so give pupils tasks to develop observational drawing and the use of line and tone in composition. The work of famous artists is used well to introduce ideas and to develop critical appreciation, such as half of a Picasso drawing of a clown's face. In some classes, pupils are being provided with experiences rather than taught to develop their skills. At times, pupils do not make a representational drawing from careful observation. Pupils have few opportunities to refine techniques and therefore make slow progress. Standards in design and technology have not improved and the quality of provision has deteriorated. In the lessons seen in Year 6, pupils make good use of their 'Process Diaries' to gather information about the Millennium Dome, to think about what an effective advertisement needs in order to be successful, and to develop, evaluate and modify their ideas. Most pupils are not used to the idea of changing an initial design in order to make it more effective for its purpose. The standard of work in these few lessons was broadly in line with expectations of this age group. Overall, pupils' experiences of designing and making are extremely limited and tasks do not build on their previous knowledge and understanding, nor are there sufficient opportunities for pupils to make anything.
7. The time allocated to geography has decreased but the quality of provision and standards are satisfactory. The scheme of work developed since the previous inspection is clear and comprehensive. Pupils are able to talk about their investigation of the River Wandle, including measuring the depth and flow of water in different places. Some pupils recalled how meanders are formed. A visit to Godstone, the use of photographs of that area and of Croydon, has enabled pupils to look at similarities and differences in the two localities. Pupils have a reasonable understanding about the effects of tourism and pollution on life in St Lucia as a contrasting country. Standards in history are generally in line with national expectations, and sometimes above. There has been good improvement since the last inspection. Enquiry skills are now well-established and pupils use a variety of sources of evidence to learn about the past. They are given frequent opportunities to write about characters, events and artefacts. Pupils acquire a comprehensive body of knowledge about the topics studied which include ancient Egyptians, Romans, Victorians, and Britain 1930-60. Pupils recall what they know, pose questions about what they want to find out and use research skills to answer their questions using, books, CD-ROMs and artefacts. Visits to museums contribute well to pupils' learning while the Roman Day enhanced the learning of Year 4 pupils studying Invaders and Settlers.
8. At the end of Key Stage 2, pupils' attainment is below average in information technology. In Year 6 they can produce effective book covers that involve mixing pictures with text. Pupils carry out research into space, for example, using a CD-ROM. They also store information about the insulation properties of materials in preparation for later retrieval. However, pupils do not develop the knowledge and understanding expected for their age in order to be more independent and learn to interrogate, interpret and control in sophisticated ways. They carry out a few simple exercises generating, organising, amending and presenting ideas. Pupils learn to control 'roamers' and play simulation games as part of their control technology. However, this aspect of their work is a point for development.
9. The school has maintained high quality work in music since the previous inspection, and overall standards are as expected. Pupils take part in a very good range of high quality musical experiences that result in good gains in understanding and skills. Progress in music through the school is secure. Pupils with special educational needs make sound progress. Pupils are gaining skills related to all the musical elements, such as pitch, dynamics and structure, linked to the well-structured scheme of work. They distinguish between the differing

sounds of instruments, such as in a Jamaican Calypso or classic compositions. They listen to and appraise music from different times and places, and are beginning to recognise different styles. Within lessons, pupils' performance skills and understanding are promoted strongly by the teachers, with some outstanding teaching. Many of the players in the steel band perform to a high standard and create a very dynamic, expressive sound.

10. Pupils gain appropriate skills in physical education as they move through the school, and the progress they make in the subject is therefore satisfactory. These findings are similar to those reported at the last inspection. The youngest pupils refine techniques for balancing, rolling and moving in different directions. In Years 5 and 6 pupils work co-operatively to devise longer patterns of movement, using strength, agility and balance. Pupils in Years 3 and 4 learn to swim, some gaining a ten-metre certificate, although few pupils can swim 25 metres by Year 6. Across the school, pupils gain suitable skills in a range of sports and practise dance using a variety of rhythms. The school offers a wide range of extra-curricular games and sports.
11. Standards in religious education are in line with those expected in the LEA Agreed Syllabus. The school has maintained the standards identified at the last inspection. Reflection is an integral part of the learning and pupils have many opportunities to reflect on the spiritual dimension of life. In Year 3, pupils begin to learn about some of the beliefs of Islam. Pupils in Year 4 know that each major religion has a special book, a special place of worship and celebrates certain festivals. They know that many religions have laws and traditions connected with eating food. Pupils in Year 6 know the main beliefs held by Christians and know about the rules that Buddhists follow. The personal, social and health education work complements religious education and contributes well to pupils personal development.
12. Pupils' attainment on entry to the school is below average. The good teaching and mostly rich experiences enable them to make good progress. The positive learning ethos created by all staff encourages pupils to work hard and by Year 6 their achievements are above what would be expected.

Pupils' attitudes, values and personal development

13. Pupils are keen to come to school, many running into the playground to greet their friends. They play well together waiting for school to begin. Parents report that pupils are happy to come to school.
14. Pupils have good attitudes to learning. This includes those with special educational needs and with English as an additional language. In most lessons, the good teaching and choice of activities help the pupils to be enthusiastic. They concentrate well on their activities, having a positive effect on their attainment and progress. Pupils are keen both to ask and answer questions. For example, pupils were keen to express their opinions about the reasons and merits of fasting, during a lesson on religious education. Pupils work together co-operatively. They concentrate well when working in small focus groups, particularly during the literacy hour and the numeracy hour. On a very few occasions the teachers do not capture the pupils' interest so that attention goes. Pupils respond well to the encouragement of teachers and in particular to the class rules of reward for achievement and effort. Pupils make a significant contribution to religious education lessons by drawing on their experiences and culture, which they share with their peers. Pupils of different cultures provide artefacts for assemblies when celebrating the festivals of different religions. This has a very positive effect on pupils' knowledge and understanding.
15. Overall, the behaviour of pupils is very good and is a strength of the school. The behaviour of pupils has a positive effect on learning and the standards achieved. Behaviour in assemblies is very good and sometimes excellent. Behaviour in the classroom is generally very good; for example, pupils behaved very sensibly when pretending to, be archaeologists and dig, for artefacts in the sand. In classes where the class rules are referred to the behaviour of pupils is very good, although when teachers' class management skills are not so effective behaviour can deteriorate. Pupils contribute to class rules at the beginning of the academic year. The pupils have good self-discipline. They have respect for the grounds, the buildings and the furniture, which show no sign of ill-treatment. Pupils are polite, inquisitive, friendly and

welcoming to visitors. The school operates as an orderly community. Behaviour at lunchtimes in the dining hall and during breaks is very good. One pupil who was transferred from another school has had a fixed-term exclusion in the last academic year. Parents are happy with the behaviour of pupils. Where there are concerns about a pupil's behaviour the school involves parents at an early stage and they work together to bring about improvements in behaviour and attitudes to school.

16. Pupils' personal development is good. Relationships within the school between pupils and between adults and pupils are very good. Within each class, pupils are involved in the daily routines. Some classes have a rota for pupils to act as monitors and in other classes pupils volunteer to be monitors for a week and to take responsibility for tidying different areas of the classroom, giving out work and being generally helpful. Class Captains are elected by their peers and meet regularly as a school council with the deputy head to discuss issues. They represent their class on important occasions and sometimes act as peacemakers between pupils. Responsibilities increase as pupils move through the school and there are many opportunities for pupils in Year 6 to take on responsibilities such as showing parents around the school. Pupils help one another without being asked on many occasions, such as helping a friend by reading the questions during a numeracy lesson. Pupils take increasing responsibility for their work and resources as they move through the school, gaining in maturity and confidence. During breaks and at lunch there is a very good mix of pupils of different race and gender sitting together and playing together. All staff act as good role models. They speak to pupils with respect and pupils respond well. Pupils respect the views of others even if they differ from their own. For example, during an art lesson, different opinions of a painting by Legee were discussed and pupils listened attentively and patiently to one another's views. During religious education lessons, different cultures and religions are discussed in a quiet and reflective atmosphere. Pupils show respect for religions different from their own.
17. There was no evidence of racism or bullying during the week of the inspection or in the schools incident book. Pupils report that this is not an issue in the school because it is very rare. The school always takes action if there is any unacceptable behaviour. Pupils are aware of the school's procedures and report any concerns to their teacher, although some pupils who had had several changes of teacher said that they would tell their parents first.
18. The attendance of pupils is below the national average and there has been no improvement in attendance since the last inspection. This is likely to have a negative effect on pupils' attainment and progress, particularly where pupils take holidays in term-time. The unauthorised absence figure is good, and well below the national average. The school generally authorises holidays taken in term-time. There is no evidence of truancy. The school contacts parents on the first day of absence if they do not know the reason for a child's non-attendance. The school works closely with the Educational Welfare Officer to bring about improvements in pupils' attendance. However, the school does not have systems in place to help to analyse and improve pupils' attendance. There is no attendance policy.
19. There is some minor lateness, which is recorded in the school late book. Registration is taken quickly and efficiently. Pupils enjoy coming to school and lessons generally begin and end on time.
20. There is a significant proportion of pupils with challenging behaviour. Some of them receive education at other centres in the mornings. Many teachers have very good pupil management strategies and deal very sensitively with these pupils who find it difficult to conform, helping them to respond appropriately. The 'Circle-Times' help pupils to learn strategies to control their emotions.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching in the school is good overall. It is at least satisfactory in more than 90 per cent of lessons, good or better in almost 60 per cent and very good or excellent in 17 per cent. Unsatisfactory teaching is mostly the result of insecure subject knowledge, insufficient control and the inefficient use of time in around one lesson in ten. The quality of teaching has improved considerably since the last inspection and has a positive impact on pupils' standards and learning, so that they make good progress.
22. The teaching of English overall is good. In the lessons observed, teaching was mainly satisfactory with some good teaching in Years 3 and 4, and generally good in Years 5 and 6. The skills of literacy are taught effectively. An analysis of pupils' work strongly indicates that teaching over time is good in each year group because pupils make good progress in their learning. Weaknesses in English teaching occur in a small minority of lessons where time is not well used during the teaching session before assemblies, and where a small number of older, higher-attaining pupils are not sufficiently challenged in their reading and writing. Teachers plan their lessons thoroughly, and adhere well to their planning, so that the pace of teaching and the methods they select enable pupils to make good progress.
23. The teaching of mathematics is thorough. Teachers mostly provide pupils with interesting and worthwhile tasks. There is a developing focus on reasoning, and teachers are beginning to encourage pupils to explain and understand mathematical relationships so that they become familiar with general rules deduced from the particular examples they encounter. However, teachers give less attention to practical and investigational approaches to mathematics. In the majority of lessons, the basic skills in numeracy are well taught, and teachers generally adhere closely to the suggested national strategies.
24. Science teaching is good. Teachers generally demonstrate good knowledge of the subject, and plan their lessons thoroughly. They manage pupils well, using questioning effectively to probe their understanding and encouraging pupils to suggest reasons why certain phenomena occur. Teachers are thoughtful in selecting teaching methods that are successful in having a positive impact on the quality of pupils' learning.
25. Teaching in religious education is also good. Teachers use a variety of teaching methods, such as questioning, discussion and independent research, to help pupils to gain a deeper understanding of different faiths. They encourage pupils to share their own experiences so that they gain respect and tolerance for the beliefs of others.
26. Teaching is generally good in music, where the co-ordinator offers very good leadership through her own teaching and through the advice she provides for colleagues. It is also good in history, which has improved significantly since the last inspection because teachers have a sound knowledge of basic skills. Teaching in the subject now focuses more strongly on historical enquiry and its interpretation and this leads to good progress. In art, physical education and design and technology, teaching is satisfactory. Good teaching occurs in those art and physical education lessons where teachers possess sufficient knowledge of the subject to teach specific skills. However, they sometimes set work for which the completion of the task becomes more important than the learning of intended skills, so that pupils are not challenged to produce their best work. No judgement can be made about the quality of teaching in information technology or geography, because insufficient lessons were seen.
27. Teachers generally display good knowledge of the curriculums for English, mathematics, science, religious education, music and history, and this helps them to plan their work thoroughly and carefully. They are clear about their objectives for learning. These they share with pupils who therefore have a good understanding of how their lessons relate to what they have previously learnt. The school actively recruits teachers in those areas where particular expertise is required in order to ensure that pupils benefit from a broad base of specialist teaching.
28. Meticulous planning is practised across the school, and is a considerable strength of the teaching. This, together with their close understanding of pupils' needs, assists teachers in

choosing apt teaching methods and in pacing their lessons appropriately. Questioning is used well to probe pupils' understanding and to lead their thoughts forward to new learning. The tasks set are usually closely matched to pupils' abilities, but in some lessons across the school pupils of higher attainment are not sufficiently challenged to explore the limits of what they can do and understand. In English, for example, older, higher-attaining pupils in a minority of classes are not sufficiently directed in their choice of reading, while in art and information technology, pupils are not guided sufficiently in developing the skills they need to improve the quality of their work.

29. Throughout the school, pupils are managed very well during lessons, and the positive ethos for learning and good behaviour present in almost all classrooms contributes significantly to the good progress pupils make. Teachers enjoy good relationships with their pupils, who settle to work quickly, respond readily in discussions, and apply themselves well to the tasks they are set. A small amount of unsatisfactory teaching is the result of isolated examples of poor control and inattentiveness among the youngest pupils, but this is not a significant feature of teaching as a whole in the school.
30. Teachers generally use lesson time well, and this is again the result of good planning. Sufficient time is allowed both for the explanation and the discussion of new work and for the completion of the tasks set. In most classrooms, teachers display targets for the lesson and draw attention to them periodically while work is in progress, so that pupils have no doubt as to what is expected of them. Pupils are often reminded of the time they have to complete a task, and this provides a sense of direction and focus to the work that assists pupils in their concentration. Time is used less productively in a small number of lessons at the beginning and end of the school day. On occasions, for example, work set before morning assembly is not well-focused, and pupils are left to complete tasks without teachers' help. Also, physical education lessons sometimes finish early at the end of the school day, leaving excessive time for pupils to change.
31. Support staff and resources are generally used well. However, information technology is not used with sufficient frequency to have a positive impact on the quality of pupils' learning. Pupils with special educational needs are well supported in their work. Teachers and ancillary staff have a good understanding of these needs, and collaborate effectively to ensure that pupils are well supported and are offered an appropriately adapted curriculum. Those for whom English is an additional language receive specialist teaching from a team possessing good subject knowledge and which provides a good model of spoken and written English.
32. Assessment is used well to support teaching. This has improved significantly since the time of the last report. Teachers have a good understanding of pupils' learning needs, acquired through careful questioning in discussion and close monitoring of their progress as they work. Teachers make frequent references to previous learning and to what pupils are to learn next. They listen carefully to pupils when they encounter difficulty, offering clear explanations and adapting their level of their response to the needs of the individual. Praise is generally used judiciously. The quality of marking varies, but many teachers take time to analyse pupils' mistakes, referring to agreed learning targets and encouraging them to higher endeavour.
33. The use of homework is inconsistent across the school, and expectation for its completion varies from class to class. In many classes, homework tasks are set at the weekend, and for older pupils, work often relates to practice for standard assessment tasks. Work not finished at school is often taken home. Pupils are given some opportunities to undertake research tasks at home, but these are generally insufficient, and often optional. In all age groups there are teachers who rigorously monitor the progress that pupils make with their homework, but this does not apply in every class.
34. The good teaching in the core subjects ensures that all pupils, including those with special educational needs, have full access to the curriculum. Teachers know their pupils well and use the Individual Education Plans to plan and prepare suitably differentiated work to meet the needs of all pupils. Support staff are used very effectively to provide good learning opportunities for these pupils, which enables them to reach their targets.

35. Pupils focus well on developing their understanding and extend their skills well during most tasks, which has a positive effect on their understanding. Pupils often show gains in understanding through the focused discussions that are well led by the teacher, so that pupils are keen to share ideas. Pupils work hard in small focus groups, particularly during the literacy and numeracy hours. Pupils know what is expected of them in most lessons and work hard to complete the task. They are particularly keen to answer questions and take part during discussions where they often have a high level of interest. The school is working towards an effective style of marking that makes clear what pupils have achieved so far and helps them understand how well they are doing, although this practice is not yet consistent.

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

36. The school provides many rich experiences in literacy, and promotes interest in reading well through a book week. There are regular visits to local libraries, where pupils hear authors reading from their own work. The school holds a well-designed arts' week when drama groups and story-tellers visit the pupils. The teachers use the numeracy material for mathematics to provide mostly worthwhile experiences; for example, using a diagonal method for multiplication, sometimes known as Napier's Bones. There are few tasks that involve investigational methods and skills, such as searching for patterns and setting out results methodically. There are some good examples of mathematics being applied to subjects across the curriculum, as in music. In science, pupils have a good choice of tasks about properties of materials and work on life processes and living things. Sex education is an integral part of their science work. Investigative work in science is usually provided for well, although some tasks are over-directed and limit the quality of experience.
37. There is good attention in art to drawing skills. The work of famous artists such as Picasso and William Morris is well used to introduce ideas and to develop critical appreciation. The other major techniques, such as painting, ceramics/clay modelling and textiles, are taught once or not at all. Pupils are given opportunities to use the design process in design and technology, but there is no clear progression in the tasks and pupils' experiences are limited. Pupils have suitable experiences in geography such as using instruments to measure wind and rainfall and looking at photographs and pictures. A visit to Godstone provided good first-hand evidence for local studies and for contrasting localities. Enquiry skills in history are now well-established and pupils are given frequent opportunities to write about characters, events and artefacts, including the Victorians and Britain 1930-60. Visits to museums contribute to pupils' learning, while the Roman Day enhanced the learning of Year 4 pupils studying Invaders and Settlers. Pupils carry out a few simple exercises using IT and experience control situations, for example, but the range of work is limited.
38. Pupils take part in a very good range of high quality musical experiences that result in good gains in understanding and skills. Many pupils receive individual music tuition and the steel band and school choir provide excellent experiences for the pupils. In physical education, pupils have good opportunities to refine a wide range of skills, and their experiences become progressively more intricate. Across the school, pupils play a range of sports. Good opportunities are provided for pupils to take part in competitive sport against other schools. Pupils have many opportunities to reflect on the spiritual dimension of life. A good range of learning opportunities in religious education provides knowledge and insight into values and beliefs. The school has an effective Personal, Social Health Education programme, which includes health education, sex education and drug misuse.
39. All subjects of the National Curriculum and religious education are taught and the curriculum meets statutory requirements. It is broad and balanced overall, although there is light coverage of art and design and technology. The school places great emphasis on raising the standards in English, mathematics and science. Some foundation subjects have a high profile and are valued; for example, music and history; but others need considerable development: for example, design and technology, and art. The school provides a satisfactory range of learning opportunities for the pupils overall.
40. The National Strategies for literacy and numeracy have been implemented successfully throughout the school. Teachers plan these sessions in detail and there is good progression

throughout the week. Teachers demonstrate good subject knowledge and teaching skills in these subjects.

41. The school provides a good range of extra-curricular activities to extend pupils' learning, for example, the Urdu Club, the Reading Club and clubs for various sports and musical activities. Some pupils have the opportunity to attend the Crystal Palace Study Centre for a ten-week period to develop study skills. All pupils have equal access to the curriculum. All pupils are valued as individuals. There is racial harmony throughout the school.
42. The curriculum provides good opportunities for pupils' spiritual development. Assemblies are held each day and these are occasions when the whole school meets together to celebrate and proclaim its aims and values. Adults act as good role models. Pupils' behaviour during assemblies is very good and makes a very positive contribution to their spiritual development. In religious education lessons pupils learn about Christianity as well as other world faiths represented in the school; they are strongly encouraged to be respectful and tolerant of one another's beliefs and values, and this contributes to their spiritual development.
43. The school's behaviour policy is consistently implemented throughout the school, providing a clear framework for pupils' moral development. The school has high expectations for behaviour, which are supported by the parents. Each class negotiates its own rules: these are clearly and attractively displayed. Most pupils respond appropriately to the school's expectations for behaviour. Teachers use good pupil management skills, treat pupils respectfully and sensitively support those pupils who, for whatever reason, find it difficult to conform.
44. The school provides good opportunities for pupils' social development. They are given many opportunities to participate actively in lessons, answering questions, taking part in discussions, working in groups, presenting their findings. Extra-curricular activities, visits, and the Residential Trip of Year 6 pupils, make a good contribution to pupils' social development.
45. Pupils are given opportunities to take responsibility, which contributes to their personal development. All classes have a range of monitors, and pupils perform these duties conscientiously. Each class elects a Class Captain, whose duties involve being listeners, peacemakers and sharing any class concerns with the deputy headteacher. Pupils in Year 6 have increased responsibilities. They act as monitors for the headteacher and welcome visitors to the school. They represent the school at special functions. Other pupils act as monitors in the library, cloakrooms and the dining hall.
46. The school makes good provision for cultural development. There is a wide range of books in the library, covering all cultures, including a range of bilingual texts. A range of stories from a variety of cultures is used in assemblies. Music celebrates many cultures, for example, Mozart Players and the steel band. Visitors help celebrate religious festivals; for example, a Hindu led an assembly at Divali. The school has developed good links with the community, and governors and others visit the school and share their traditions. Displays celebrating different cultures are a feature of the provision in this school; for example, the Afro-Caribbean display before Christmas, visitors telling stories and singing songs, and the kitchen providing special menus celebrated the 50th Anniversary of the *Windrush*.
47. The school has developed good links with the community which enhance the pupils' learning, for example, Reading Mentors from Philips, Urdu class and visitors to assemblies.
48. The school has effective links with the infant school on the site and with the secondary schools to which the pupils transfer. Teachers meet their colleagues in the other schools to ensure that transfer arrangements are as smooth as possible and that the needs of all pupils are met. There are good links with the LEA provision; for example, some Year 5 pupils attend lessons at the literacy centre.
49. Provision for pupils with English as an additional language and pupils with special educational needs is very good. Their needs are clearly identified, and well-targeted support is given to meet their needs and allow them to make good progress. Teachers use the Individual

Education Plans when planning and preparing their lessons. Support is carefully targeted to meet pupils' needs; for example, the Reading Recovery Programme, Additional Literacy Support, and Booster Classes.

50. Outside agencies are involved appropriately for pupils on Stage 3 and above of the Code of Practice. The school makes good use of the LEA literacy support for Year 5 pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. Steps taken to ensure pupils' welfare, health and safety are good. The school ensures that pupils are supervised at all times. Procedures for first aid are excellent. There is a very good number of trained staff to meet pupils' needs when they are injured. Proper arrangements are made to attend to continuous medical conditions. Governors, in conjunction with the headteacher, carry out risk assessment for the school's accommodation, and teachers pay due regard to pupils' safety in such subjects as science and physical education. Healthy living is an integral part of the science curriculum.
52. There is regular liaison with outside agencies and parents, especially to support pupils with special physical or educational needs, or those for whom English is an additional language. The school asks parents to encourage their children to participate in school activities and liaises with them from an early stage if a pupil's behaviour becomes a matter of concern. The school involves pupils in discussions about their behaviour, and where it is a continuous problem they receive close support in their classroom. The school values the many cultures and faiths represented in its pupils, and responds to this by providing, for example, Urdu classes for parents, which help them support their children. Class teachers are responsible for ensuring that every pupil is known by at least one adult. Child protection arrangements are satisfactory. It also has good preventative procedures for dealing promptly with the very rare instances of bullying or harassment.
53. The school has good procedures for monitoring and assessing pupils' academic performance and personal development. Due attention is paid to records passed on from the previous school and a base-line assessment takes place of pupils' skills in spelling and reading. Pupils carry out non-verbal tests in Year 4 and non-statutory National Curriculum tests each year, as well as the statutory tests at the end of the key stage. There are good procedures for using these assessments to support pupils with special educational needs as well as working with pupils for whom English is an additional language. Individual Educational Plans are of a very high quality, and are regularly reviewed for pupils' personal and academic progress. All assessments are used to detect any gaps in pupils' knowledge and understanding so that they can be remedied. They are also analysed for any significant differences in the performance of pupils according to gender and ethnic background. The deputy head liaises with class teachers in maintaining up-to-date records of pupils' personal and academic progress, especially for significant physical or emotional needs. These are formally passed on and thoroughly discussed at a formal meeting. In-service training on assessment takes place for teachers, and the school is beginning to maintain portfolios of work by which to make judgements about pupils' progress. Such judgements inform teachers' yearly reports to parents. Monitoring of punctuality is satisfactory, but unsatisfactory for attendance, where the administrative procedures are such that any trends in absence are not easily accessible.
54. The school's procedures for raising pupils' achievements are very good. In some classes, pupils join with teachers in setting themselves personal and academic targets. However, this practice is not consistent across the school. Tracking sheets provide a very good basis for making realistic predictions. In order to recognise pupils' achievements certificates are awarded for excellent behaviour, good work and progress. Important personal achievements are also well recognised, as is academic achievement in mathematics. The school has a well-staffed department to support pupils for whom English is an additional language, and its work includes very helpful guidance to pupils of Afro-Caribbean origin.
55. The ethos of the school, teachers' very good pupil management techniques and the effective PSHE programme make a very positive contribution towards the personal development of pupils with emotional and behavioural difficulties.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents are very satisfied with what the school provides and with the standards pupils achieve. They receive information through regular newsletters. In addition, parents are sent details of the curriculum, enabling them to become involved in their children's learning if they wish. A few parents feel their children do not get the right amount of work to do at home, but this is a small minority. Many parents rely on their children to translate communications from the school into their native language. The headteacher leads induction meetings for the parents of pupils who are joining the school in Year 3 so that they are aware of school routines and of the school's expectations of its pupils. Parents are offered two formal opportunities each year to discuss their child's progress and are provided with an annual report. These reports provide clear information about their children's attainments and the curriculum. The prospectus is well presented, but there was a minor omission to the statutory information required. A few parents do not think the school works closely with them.
57. Parents understand the school's discipline policy and support the attitudes and behaviour, which the school promotes. They are alerted quickly if the school has concerns about behaviour. Home visits to some parents have been very effective in improving pupils' behaviour and parents' confidence. A few parents do not think there is an interesting range of activities outside lessons. The PTA organises fund-raising events and the additional resources that these bring are much appreciated. Social events and financial support for visits are also very helpful in fostering community links. Few parents are involved in helping in the school but they are willing to assist with supervision on educational visits.
58. The strength of the school's partnership with parents lies in informal links. Teachers readily make themselves available to parents at the end of the school day. Parents appreciate these contacts and know that they may give and receive information about their children whenever it is necessary. Consultations with parents about pupils with special educational needs are very thorough and a translator is available if required.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The previous report judged that the headteacher gave effective leadership, with a commitment to providing a stable, orderly environment. This continues, and the headteacher gives good leadership for the school as a caring community. She is central to the school's provision of a high quality education for the pupils. The headteacher brings her considerable understanding of people and her inter-personal skills to the leadership of the school to help motivate colleagues and set high expectations. She and the staff are successful in creating a harmonious, purposeful atmosphere that reflects the school's aims. The headteacher has a clear understanding of how the school is functioning and makes a good analysis of strengths and weaknesses. She is in close touch with all aspects of school life, through formal observation as well as everyday discussion.
60. A few arrangements are not sufficiently systematic. For example, the school is dependent on external expertise for routine computerised finance operations, so that budget headings are not monitored continuously. The school does not maintain satisfactory monitoring procedures for absence.
61. The school has made satisfactory improvements overall since the previous inspection in the matters requiring attention and effective management. The school has made good improvement in the range, content and length of pupils' writing, although there is no improvement in handwriting skills. In history, pupils now have good enquiry and interpretation skills. Science and information technology are planned and taught more consistently through the school. The quality of teaching has improved significantly. The school took appropriate steps to provide in-service training in art, design and technology, and geography to improve teachers' subject knowledge. Since then, many members of staff have left the school. There are a few areas for further improvement in the foundation subjects, notably design and technology, and art. The effectiveness of the school's use of computerised technology for routine administration is unsatisfactory. There are also weaknesses in some of the day-to-day

administrative procedures.

62. The headteacher has recently strengthened procedures for the support and monitoring of teaching by arranging classroom observations with all teachers. The discussions following these observations indicate good staff management and they are effective in raising expectations. The new strategies for literacy and numeracy have been a particular focus for planning and monitoring, so that teaching in these skills is good. The school analyses the results of national and other tests carefully to inform further teaching and decisions about learning resources. The school has set appropriately challenging targets.
63. The headteacher and senior staff are in close touch with most aspects of school life through everyday discussion and professional interviews that emphasise the need for review and improvement. The role of the year group leaders in co-ordinating lesson planning, in the induction of new staff, and monitoring provision and standards is a developing one, but is already effective. They have a clear understanding of their role in mentoring, provision for special educational needs and support. They bring together discussions about activities in their year to monitor the quality and standards of pupils' work. The year group leaders provide effective oversight overall. However, for several foundation subjects, the schemes of work are not fully implemented and oversight of the curriculum has been overlooked beside the need for the induction of new staff. The role of subject co-ordinators has also been extended well to include class release time for monitoring lessons. The senior management group is beginning to make a useful contribution to future developments and has potential for improvement.
64. The management is less effective in planning and budgeting for identified priorities through the School Development Plan. While the School Development Plan provides a useful summary of priorities for school improvement, it is not sufficiently focused on budgeting for planned priorities. The headteacher understands the need to include all staff and governors in focused discussions to prepare a new development plan that supports the management of planned developments.
65. The implementation of the school's aims, values and policies is good. The aims are reflected in the very good behaviour of the pupils and in the quality of relationships throughout the school. The school's values are also shown explicitly through the high quality musical experiences of the steel band amongst many examples. The school's ethos is very good. The teachers are highly skilled at managing relationships and motivating the pupils. All members of staff are committed to high standards, following the lead and expectations of the headteacher. The school's usual good practice reflects a concern that all pupils, including those with special educational needs, should have equal access to all activities.
66. The establishment of the governing body is too recent for appropriate procedures to be in place. Where major spending is planned, the school looks to obtain best value. The school has also made a few decisions on energy efficiency.
67. The qualifications and deployment of staff, including learning assistants, is sufficient for the needs of the curriculum. Overall the school's accommodation is adequate for the delivery of the National Curriculum. All classrooms are of sufficient size for the number of pupils. They allow for the grouping and regrouping of pupils, although some classrooms are cramped when pupils are carrying out investigative work. The school has specialist rooms for music, special educational needs and resources. The library has been refurbished and is an attractive room with shelving and carpets. Books are nicely displayed and the layout follows the format used in secondary schools and the public library. Books are colour-coded and numbered according to the school's Dewey System. The spacious hall is used for assemblies, physical education lessons and as a dining hall. Although identified in the last report there is still no running water in the temporary classrooms. This does not affect the delivery of the curriculum, but it does mean that class teachers have to fetch and carry water for some lessons, such as art. The issue of refurbishing the toilets identified in the last report has been addressed. However, the school is aware of health and safety issues which have resulted from the refurbishment and have notified the Local Education Authority. There is no toilet for the disabled and wheelchair access is limited, although there is a ramp for access into the building from the car park. The school has sixteen classes on three floors. There is noise intrusion in many classes due to

wooden flooring, which affects pupils' concentration and in some instances disrupts teaching and learning. Displays around the school are of good quality, stimulating and motivate pupils to learn. Displays celebrate pupils' achievements and support all areas of the curriculum. The school has sufficient outside soft and hard play areas, but there are no designated quiet areas for pupils just to sit and relax. The school is planning to improve the outside environment. The school has sufficient resources for the learning needs of the pupils. Several subjects are well-resourced, such as English, mathematics, science, history and music.

68. The school meets statutory requirements in all but a few details. The school provides daily assemblies and meets statutory requirements to provide daily opportunities for pupils to pray or reflect on their beliefs and experiences.
69. The special needs co-ordinator (Senco) manages provision effectively for pupils with special educational needs. The Code of Practice is fully implemented, giving all pupils equal access to the curriculum. Careful records are maintained so that pupils' progress can be tracked as they move through the school. The register is accurate, regularly reviewed and updated. The Individual Educational Plans are of a high quality and indicate clearly to teachers and parents what the next step of learning should be. Support staff work closely with the Senco and class teachers; they are well-informed and make a positive contribution to the learning of these pupils. The school's prospectus contains a short section on the school's provision for pupils with special educational needs. The Senco has overall responsibility for the provision of special needs. She is a member of the senior management team. She is given non-contact time for the administrative work and to monitor the provision and the pupils' progress. The school has a good range of resources, which enable teachers to provide differentiated work. The school uses the funds it receives for pupils with special educational needs efficiently and also uses money from the school's delegated budget to provide support for these pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The headteacher and governing body should plan for and manage arrangements to make the following improvements:
- ◆ prepare an attendance policy that ensures data are available, analysed and monitored;
(Paragraphs 18, 60)
 - ◆ implement existing plans for raising standards in information technology;
(Paragraphs 23, 119, 121, 122)
 - ◆ raise standards in design and technology by planning for progression in knowledge and skills.
(Paragraphs 6, 61, 101, 104, 105)
 - ◆ publish a clear homework policy so that teachers, pupils and parents understand the expectation; and apply it consistently through the school;
(Paragraphs 33,56)
 - ◆ improve organisational arrangements and administration procedures within the school office, including in the use of computerised technology, in order to support the headteacher, governing body and senior staff in their strategic roles;
(Paragraphs 60, 61)
 - ◆ Draw upon the experience of senior staff in preparing a long-term School Development Plan that sets clear priorities for development and action over 2-3 years with planned budgeting.
(Paragraphs 63, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	40	35	7	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		458
Number of full-time pupils eligible for free school meals		160

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		124

English as an additional language	No of pupils
Number of pupils with English as an additional language	203

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	62	49	111

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	44	39	48
	Girls	41	35	45
	Total	85	74	93
Percentage of pupils at NC level 4 or above	School	77 (67)	67 (69)	84 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	41	51
	Girls	39	35	43
	Total	77	76	94
Percentage of pupils at NC level 4 or above	School	69 (63)	68 (71)	85 (72)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	71
Black – African heritage	33
Black – other	28
Indian	71
Pakistani	55
Bangladeshi	4
Chinese	4
White	137
Any other minority ethnic group	35

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	18.4
Number of pupils per qualified teacher	24.9:1
Average class size	29

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	131

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Financial information

Financial year	1998/99
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	£
Total income	712,310
Total expenditure	751,841
Expenditure per pupil	1,645
Balance brought forward from previous year	51,922
Balance carried forward to next year	12,391

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	458
Number of questionnaires returned	158

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	4	2	1
My child is making good progress in school.	44	49	2	2	3
Behaviour in the school is good.	44	49	6	1	1
My child gets the right amount of work to do at home.	23	51	20	3	2
The teaching is good.	43	47	4	1	4
I am kept well informed about how my child is getting on.	34	49	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	36	5	2	3
The school expects my child to work hard and achieve his or her best.	55	39	4	0	3
The school works closely with parents.	37	46	12	2	3
The school is well led and managed.	49	37	6	0	8
The school is helping my child become mature and responsible.	43	46	4	2	5
The school provides an interesting range of activities outside lessons.	33	43	9	4	10

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

ENGLISH

70. Attainment in English is in line with national averages by the end of Year 6, although few pupils reach the higher Level 5. The findings of this report confirm the results of national tests in 1999. The school has above-average attainment in comparison with schools in similar contexts. Since the last inspection, test results for the subject have continued to rise each year in line with national figures. The last report indicated that skills in writing, spelling and handwriting were not well-developed. However, the quality of pupils' written work and spelling across the school has improved during the past three years, and is now of the standard expected. Handwriting is taught systematically, but the standard achieved in practice lessons is not yet matched by that found in pupils' everyday work.
71. When pupils enter the school, their attainment in reading and writing is below average, but they make good progress as they move through the school. This is because they are taught well and learn effectively. Pupils of different attainment generally make similar progress, although a minority of higher-attaining pupils are not challenged to read widely enough, nor to write in sufficient detail and length. Pupils with special educational needs, and those for whom English is an additional language, make good progress across the school; these pupils are well supported in their work.
72. Pupils develop good listening skills. They generally concentrate well when teachers are explaining new work during a literacy lesson or when they are following a story. They listen considerately when others are expressing an opinion, and when instructions are given before the start of an activity. Pupils display interest and are attentive when they are listening to music or to the performance of others in school assemblies. Across the school, progress in speaking is satisfactory. Pupils speak clearly, both individually and when performing for others in groups. In lessons, pupils are given sufficient opportunities to answer questions and to express their opinions. They read out their work competently when requested. Teachers are generally concerned to ensure that those reluctant to speak are expressly encouraged to contribute to discussion. Pupils for whom English is an additional language are offered good opportunities to practise speaking in small groups, and they gain rapidly in confidence.
73. Pupils make good progress in reading as they move through the school, so that the attainment of the majority is at the expected level by Year 6. Pupils' reading skills are assessed promptly when they enter the school, and teachers build on these systematically, both in literacy lessons and when pupils read individually. Across the school, pupils are heard to read regularly. Many practise their skills at home, benefiting from the support of parents and other adults. Although pupils generally choose their books from a range previously selected by the teacher, higher-attaining pupils are not offered sufficient direction in their choice of text, so that they tend to read from too narrow a range of material. The school regularly monitors pupils' progress in reading time, and, through booster classes, offers good additional support which enables older pupils to meet clearly identified targets. Each teacher keeps a record of pupils' progress in reading, but the records that pupils themselves keep vary in consistency and quality. Many pupils display positive attitudes to reading, and are keen to improve their skills. This interest is fuelled by the organisation of regular visits to local libraries where pupils hear authors reading from their work, and by the provision of good library facilities in school. The school's book week serves well to promote pupils' interest in reading and writing early in the school year.
74. Attainment in writing is average by the end of Year 6, and pupils make good progress across the school. Standards in writing have improved markedly since the time of the last inspection, and the school has worked hard at this aspect of the curriculum. In their literacy lessons, pupils practise writing in different styles for different audiences. Younger pupils, for example, are asked to retell or invent stories based on those by Rudyard Kipling, while older pupils are encouraged to write persuasively, and to edit and improve upon their first efforts. As pupils move through the school, they become increasingly aware of different styles, and of the purposes for which language is used. Writing skills are used well to support other subjects,

especially history and religious education. Year 4 pupils, for example, write legibly, and in appropriate detail, about aspects of life at the time of the Romans, while those in Year 6 express views sensitively on the use of signs and symbols to represent belief and feelings. Pupils of different abilities are generally offered appropriate opportunities to write at sufficient length, but in a minority of classes older, higher-attaining pupils are not always challenged enough to develop a plot in sufficient detail or to explore their knowledge of language in enough depth. Pupils with special educational needs also make good progress and are well supported in their work.

75. Spelling is taught systematically through the school, and pupils are encouraged to learn both from word lists and from mistakes which occur in their work. Across the school, progress in handwriting is less evident than in other aspects of English. This is because the style taught is not applied with sufficient rigour in pupils' everyday writing. As a result, some pupils in Year 3 begin to write in a joined hand while others in Year 6 continue to print their writing.
76. Pupils' behaviour in lessons is generally good and seldom less than satisfactory. Teachers generally insist upon high standards of behaviour and respond promptly if there are minor disturbances. Pupils listen attentively, and settle to work quickly when a new activity is started. They share ideas sensibly when they are asked to plan their work together, respecting the opinions of others. Pupils display good powers of concentration when they are working alone, and show interest in what they are doing.
77. The teaching of English overall is good. In the lessons observed, teaching was mainly satisfactory, with some good teaching in Years 3 and 4, and mostly good among older pupils. However, an analysis of work clearly indicates that pupils in each age group make good progress as a result of good teaching. The principle difference between satisfactory and good teaching in English lessons is in the expectation of what pupils are to achieve. In a minority of classes, for example, higher-attaining pupils are not sufficiently directed in their choice of reading, nor are they challenged to explore their knowledge of language in sufficient depth. In most lessons, teachers clearly define the targets they expect pupils to reach, referring to these in their teaching. As a result, pupils have a clear understanding of what they are expected to achieve by the end of the lesson and are well-motivated to make good progress. Teaching is satisfactory or better in almost nine out of ten lessons, and the small number of unsatisfactory lessons result principally from the inefficient use of teaching time during a short lesson at the beginning of the school day. Teachers plan their work well, and lessons are prepared effectively. They adhere closely to their planning in lessons, choosing appropriate methods and judging accurately the pace of their teaching. Most teachers display good or very good knowledge of the subject, and the national literacy strategy is generally closely followed. In one excellent lesson, for example, the teacher gave clear explanations of differences between the structure of language used in instructions and that used in narrative writing. Pupils with special educational needs, and those for whom English is an additional language, are taught well; their work programmes mirror those of other pupils in the class.
78. The English curriculum is broad and balanced. The school has a helpful scheme of work, and this, together with the National Literacy Strategy, provides a useful basis for teachers' planning. The English co-ordinator, the deputy headteacher, has a good understanding of the strengths and weaknesses in the subject, and provides good leadership. There are thorough assessment procedures. Pupils who need additional support are carefully identified and monitored, and strategies are devised quite specifically to raise pupils' attainment.
79. There are good resources to meet the requirements of the curriculum. The school library is well stocked, regularly used by each class, and supervised by a librarian whose teaching enriches pupils' interest and understanding of books. Pupils' own books are sometimes displayed in the local public libraries, and pupils make visits to meet authors or to listen to stories. The school holds an arts' week when drama groups and story tellers visit the pupils. Computer programs are sometimes employed to support pupils' writing, but their use is too infrequent to have a positive influence on the quality of their work.

MATHEMATICS

80. In the 1999 national tests for Key Stage 2 mathematics, pupils' attainment was broadly in line with the national average in comparison with all schools. The percentage of pupils gaining the higher Level 5 was well below the national average. The results for 1999 are similar to those of 1998 and the trend is steady, matching the national trend over the past few years. Improvement since the previous inspection is satisfactory. In comparison with schools having a similar background, with between 20 and 35 per cent free school meals, attainment is average. However, the percentage of pupils gaining the higher Level 5 is below average. Girls and boys achieve similarly. There are no significant variations in attainment among pupils of different ethnic groups or background. Pupils with special educational needs make sound progress against their targets.
81. The inspection findings suggest broadly satisfactory levels of attainment in mathematics and are comparable with the national tests. Attainment of the majority of pupils at the end of Key Stage 2 in mathematics is broadly in line with the national average. Pupils' attainment in mathematics, as they enter the school in Year 3, is below average; so pupils make good progress through the school to reach the average by Year 6. Several teachers have very good teaching strategies that are applied to good effect in the number work and mental arithmetic through the school. In Year 3, for example, pupils explained their strategies when adding 3-digit numbers and were challenged very well by the focused questioning of the teacher. By Year 4, tasks that were well-matched to the pupils' abilities provided good motivation for the higher attaining pupils to set out subtractions correctly. The thorough teaching led to the good acquisition of skills by all pupils. In Year 5, pupils showed quite good understanding of the properties of different triangles. When only one boy could visualise the three lines of symmetry for one triangle the teacher made good use of his understanding to help all the others.
82. By Year 6, most pupils have a reasonable grasp of the four rules and usually explain their methods clearly, indicating average standards in numeracy. For example, in using a diagonal method for multiplication, sometimes known as Napier's Bones, pupils used number facts to 10x10 quite confidently for the new method in finding the answer. They have a satisfactory understanding of place value and decimals, and apply it to work on measures, such as lengths in metres. Pupils' written calculations are usually correct and presented showing the correct steps, although they still make occasional slips. They understand the basic idea of rounding to 10 or 100 and approximation. Most pupils prepare simple graphs correctly by the end of the key stage, although pupils have more difficulty over working out a scale. Pupils have a satisfactory knowledge of two-dimensional shapes and know properties of a triangle such as having a line of symmetry, a right angle or equal sides. Many pupils use mathematical language correctly in their explanations, for example about difference. Previous work shows that, by Year 6, pupils have average standards across all aspects of the mathematics curriculum.
83. The pupils are making above-average progress through the school. Most pupils are interested, attentive and work well during lessons so that written skills and understanding improve well. Teachers choose most tasks well to consolidate previous learning thoroughly, so that pupils make secure gains in skills and knowledge. Pupils generally understand what they are doing. They find the work challenging, and complete it successfully with some effort. The higher-attaining pupils are often given the same tasks as others and are then insufficiently challenged, leading to some erratic progress. Pupils are given a variety of questions where they have to apply previously learnt skills and understanding. They mostly apply their number knowledge well. There are fewer tasks that involve investigational methods and skills, such as searching for patterns and setting out results methodically in a table or graph. For many pupils these skills are not extended since the tasks only require routine calculation.
84. Pupils usually have good attitudes that are encouraged by the motivation established by most teachers. Pupils are interested in most tasks, enjoy the numeracy sessions and want to complete written tasks well. These characteristics promote good progress. The pupils often work well independently of the teacher, sharing findings and working together, maybe unaware of the teacher's good support in preparing them.
85. The quality of teaching in mathematics is good overall. Teaching is good in around half the lessons, satisfactory in half, and occasionally very good or excellent. Teachers set out lesson

plans carefully, usually with clear learning objectives, although they give little mention of the teaching approach they will use. Teachers have good subject knowledge, for example about mental doubling methods, and this gives them confidence during discussions and teaching. They usually give clear explanations and thorough, focused teaching; for example, about changing 345 into $300 + 40 + 5$ when doing early subtractions. The subject matter is usually chosen carefully to match the pupils' learning needs, particularly for the lower-attaining. Planning for the higher-attaining pupils is not always sufficiently challenging. Teachers often use a good, searching style of questioning that helps pupils explain, as, for example, with their strategies for adding 3- or 4-digit numbers. Some work challenges pupils well to explain and think carefully. Some everyday problem-solving is given, but few more open investigations are provided.

86. Equality of access to the subject is usually very good, apart from the lack of differentiation. The selection of mathematical apparatus suits most pupils' needs, although on a few occasions insufficient use is made of resources and the task becomes inappropriately a written exercise. Teachers make good day-to-day assessments of the pupils through their answers to questions and as they work. There are good procedures to check and record attainment through observations that inform further teaching. Teachers give less attention to making notes on pupils' difficulties during a lesson. Teachers set appropriate homework.
87. The subject meets the requirements of the National Curriculum, and has good breadth and balance. The school is using the materials for the National Numeracy Project well, and gives number a good emphasis that could be adjusted after a while. Planning for progression is good, with clear expectations as pupils move through the school. There are some good examples of mathematics being applied to subjects across the curriculum, as in music and physical education. The co-ordinator has a good understanding of the role and she conveys her own enthusiasm for the subject well. She has suitable opportunities to monitor standards through seeing subject planning and observing a few lessons. The subject management is good.
88. The quality and range of resources for mathematics are sound and support pupils' learning. Resources are mostly accessible in the classrooms. The subject makes a good contribution to the quality of education provided by the school.

SCIENCE

89. National Curriculum tests indicate that the standard of pupils' work, at the end of Key Stage 2, is close to the national average for the proportion of pupils gaining Level 4 and above. The proportion gaining Level 5 and above is below average. This places the school as average overall in comparison with similar schools. Standards have risen a little over the previous three years in line with the national trend. There are no significant differences between the girls' and boys' results, or between those of pupils from different ethnic backgrounds.
90. Pupils have achieved average standards at the end of Key Stage 2. This inspection finding therefore confirms the National Curriculum test results. Pupils understand how to set up a fair test of the insulating properties of various materials and structure their reports well, having previously made sensible predictions. Many pupils know that floating is the result of balanced forces, and can explain night and day as well as the apparent movement of the sun. They can construct a variety of electric circuits and understand conduction. Their knowledge about scientific changes, such as evaporation and condensation during the water cycle, is sound. However, their knowledge of life processes and living things is less well-developed. They have, for example, little knowledge of the parts and functions of plants and the human body.
91. The school has made improvements since the previous inspection. Teachers' planning and methods are more consistent. Teachers organise homework in Years 5 and 6 more systematically to complement learning in lessons, and pupils are often keen to extend their learning beyond what they are told to do. In Year 5, for example, they have researched facts about the planets and produced thorough reports.

92. The quality of teaching is good. Pupils make good progress during the key stage as a result. There are several strengths. Most teachers have good subject knowledge, providing good background when testing the heart in Year 4, for example, and helping pupils to develop accurate knowledge. Teachers plan and prepare for lessons very well in order to structure pupils' activities and learning carefully. In Year 3, for example, this made for effective and efficient lessons involving the whole class in five experiments about vibration. Consequently, pupils wrote clear descriptions and explanations of their findings, as well as gaining understanding of the effects of vibration on a number of objects. Teachers' methods are usually very appropriate, stimulating thinking and reasoning, especially when they allow pupils to show initiative in their investigating and recording. Pupils in Year 5, for example, chose how to record their explanations of the phenomenon of night and day. This resulted in a variety of individual ideas. In most classes, teachers manage pupils well, and move about groups, intervening where necessary as well as supporting them and assessing their understanding. Occasionally an over-long introduction is associated with a deterioration in pupils' behaviour. Also, the teacher controls the investigative science to an extent that limits pupil initiative in a few lessons. The subject makes a satisfactory contribution to pupils' literacy through their report writing, and there is a little work that employs their numeracy skills.
93. Pupils cover all aspects of the Programme of Study. A thorough scheme of work supports teachers in planning for progression. There are good procedures for assessment, which enable teachers to plan to meet pupils' needs. Sex education is an integral part of their science work. Pupils behave well and listen attentively to explanations and instructions, and most settle down to work quietly and sensibly when working in groups. In this way, progress with their tasks is often good. Pupils answer teachers' questions with interest, and discuss what they are investigating enthusiastically.
94. The co-ordinator provides good, clear educational direction. There is a clear set of priorities for subject development, which are pertinent to the points for improvement, such as developing investigative science further and making more use of information technology.

ART

95. The previous inspection reported that standards were below average. Evidence from this inspection indicates that standards in observational drawing are about average. In other areas of art, however, they are below average. After the last inspection, in-service training was provided to improve teachers' expertise in art, and also in design and technology and geography. Few of the teachers who received the training remain in the school. Schemes of work were developed, but these are no longer entirely appropriate because the allocation of time to these subjects has been reduced.
96. Art is taught as a subject in its own right and to support other parts of the curriculum, particularly history. Teachers appreciate the importance of drawing skill to underpin all development in art. During the inspection, the focus for teaching throughout the school was upon observational drawing and the development of the use of line and tone in composition. Pupils used a variety of pencils and charcoal in their sketch-books in order to experiment with shading and depth of colour. Pupils in Year 3 linked their drawing to the history topic. They used rectangular viewfinders to identify and copy details of patterns on Egyptian artefacts. Year 5 pupils were also experimenting with pattern-making. Stems of leaves, such as ivy, acted as a stimulus for pupils to copy and then to repeat in order to make a pattern in the flowing style of William Morris. The work of famous artists is used well to introduce ideas and to develop critical appreciation. In Year 6, pupils were given one half of a Picasso drawing of a clown's face and they concentrated well, using appropriate lines and tones, to emulate the style of the artist in producing a mirror image. The entrance hall display contains reproductions of Picasso's work, together with information about his life to stimulate interest.
97. Pupils clearly enjoy their art experiences. They sustain concentration and take care with their work. The quality of teaching is always satisfactory and sometimes good. Satisfactory progress follows upon the teachers high expectations and encouragement to improve their techniques. In some classes, however, pupils are being provided with experiences rather than taught to develop their skills. Sometimes they are drawing what they think they see rather than making a

representational drawing from careful observation. Overall, attainment in this aspect of art is broadly in line with standards expected nationally.

98. In addition to the lessons seen, evidence has been taken from a scrutiny of art in corridor displays and on classroom walls, and from the scheme of work and teachers' planning. These sources indicate that pupils' experiences in art are rather limited. Computer technology had been used to produce symmetrical patterns and to create designs for shields. One class had made careful rubbings of text on gravestones during the local history study. Coloured Celtic knot patterns, patterns derived from nature, fish and turtles, and Polynesian art were examples of a previous focus on pattern-making. Few examples of pupils' art were on display and the standard was generally below that expected for pupils in this age range. This is because pupils have few opportunities to refine techniques and therefore make little progress.
99. Curriculum planning provides opportunities for drawing to be developed progressively throughout the school. The other major techniques of painting, ceramics/clay modelling, textiles, collage, printmaking, three-dimensional construction/sculpture are taught once or not at all. Pupils do not have opportunities to develop skills progressively in any of these areas. The quality of provision for art is therefore unsatisfactory.
100. There is no co-ordinator for the subject at present. A newly appointed teacher with expertise in this area is able to offer help and advice but the role requires considerable development. Resources are adequate for the restricted curriculum provided, but a rich range of culturally inspirational materials to reflect the wide cultural differences of the community and beyond is not yet in place. However, some pupils had visited the National Gallery and the works of some famous artists contribute to pupils' cultural development.

DESIGN AND TECHNOLOGY

101. The previous inspection reported that standards were below average. Evidence from this inspection indicates that standards have not improved and that the quality of provision has deteriorated.
102. The only lessons taking place during the inspection were in Year 6. Evidence for the report has been taken from observation of these lessons, from discussion with teachers and pupils, from looking at displays of pupils' work and from the schemes of work for the subject.
103. In the lessons seen, pupils were engaged in the process of designing a poster to advertise the Millennium Dome. Some pupils make good use of their 'Process Diaries' to gather information about the Dome, to think about what an effective advertisement needs in order to be successful, and to develop, evaluate and modify their ideas. Most pupils are not used to the idea of changing an initial design in order to make it more effective for its purpose. Teachers' good management of pupils, and their expectations of them, promotes creative effort. Pupils are interested and concentrate well. The standard of work in these few lessons was broadly in line with expectations of this age group and the quality of teaching was satisfactory.
104. Overall, pupils' experiences of designing and making are extremely limited. Curriculum plans do not identify the skills to be developed progressively as pupils move through the school. Pupils are given some experiences of design and make tasks but these do not build on their previous knowledge and understanding, nor are there sufficient opportunities for pupils to make anything. The quality of teaching varies. One Year 3 class, which had made simple sock puppets, had evaluated their work, but such reflection on the fitness of products for their purpose is not carried out consistently.
105. A scheme of work was developed after the last inspection but it requires modification to take account of the decrease in the amount of time available for the subject. There is no clear progression in the development of skills and pupils' experiences are insufficient to enable them to make satisfactory progress. The quality of provision is therefore unsatisfactory.
106. At present, there is no co-ordinator to lead and manage the subject, with the result that curriculum planning lacks coherence and a sense of direction.

GEOGRAPHY

107. The previous inspection reported that standards were below average. Lack of evidence prevents a judgement about current standards but the indications are that, although the time allocated to the subject has decreased, the quality of provision is satisfactory. Geography was not being taught during the inspection. History and geography are taught in rotation and most geography lessons take place in the summer term when longer days and warmer weather facilitate field work. Evidence has been taken from discussions with pupils and teachers, from the scheme of work for the subject and from looking at the resources available.
108. The scheme of work developed since the previous inspection is clear and comprehensive. The resources are available for its implementation. The scheme provides for the development of geographical skills, such as using instruments to measure wind and rainfall, looking at photographs and pictures to inform studies, and interpreting maps and plans. There are opportunities for the study of the local area and of a contrasting locality. Rivers and weather are themes that are studied in some detail. The time available for geography lessons has been reduced since the scheme was introduced, so aspects of it are no longer covered in the depth that they were.
109. Pupils were able to talk about their investigation of the River Wandle, including measuring the depth and flow of water in different places. Some pupils recalled how meanders are formed. A visit to Godstone, the use of photographs of that area and of Croydon, had enabled pupils to look at similarities and differences in the two localities. Rainfall, and wind speed and direction, had been measured in various locations in the school grounds. Pupils had enjoyed learning about the effects of tourism and pollution on life in St Lucia.
110. This limited evidence indicates that the quality of provision in the subject is satisfactory. However, the lack of a geography co-ordinator at present leaves support for the subject insecure. Year group co-ordinators try to ensure appropriate curriculum coverage. Resources of books, maps and photographs are adequate. Good use is made of the school grounds. Field trips to study a river and a contrasting locality enrich pupils' geographical experiences.

HISTORY

111. Standards in history are generally in line with national expectations, and sometimes above.
112. There has been good improvement since the last inspection. Enquiry skills are now well-established and pupils use a variety of sources of evidence to learn about the past. They are given frequent opportunities to write about characters, events and artefacts, whereas at the last inspection writing was confined to answering narrow factual questions.
113. Pupils acquire a comprehensive body of knowledge about the topics studied including ancient Egyptians, Romans, Victorians, and Britain 1930-60. Pupils recall what they know, pose questions about what they want to find out, and use research skills to answer their questions using books, CD-ROMs, artefacts, etc. Stimulating displays are a feature of the teaching and learning in history. They motivate pupils' learning and value their work.
114. The teaching in history is good overall. The strength of the good teaching is the high quality planning, which enables teachers to prepare interesting lessons using a variety of teaching styles. Good questioning, which extends pupils' knowledge and understanding is also a strong feature.
115. Pupils enjoy history lessons. They show real interest, behave well and work hard. They are now given frequent opportunities to work collaboratively and to present their findings to the rest of the class; for example, pupils in Year 6 sequenced adverts in the correct decade, 1930 – 1960. Pupils with English as an additional language, and pupils with special educational needs, are well supported so that they have full access to the curriculum and make good progress.
116. Pupils are presented with a good range of learning opportunities. The local area is used

extensively in the Victorian study. Visits to museums contribute to pupils' learning while the Roman Day enhanced the learning of Year 4 pupils studying Invaders and Settlers.

117. The co-ordinator for history is enthusiastic, has secure subject knowledge and has produced a good scheme of work, which reflects the school's aims and provides good learning opportunities for the pupils. She has produced some challenging material for investigative work. There are good quality learning resources for each of the topics studied, which are carefully stored and readily accessible to staff.

INFORMATION TECHNOLOGY

118. No whole-class lessons were observed, but individuals and pairs of pupils were seen at work in classrooms. Pupils representing every class were interviewed regarding coverage, but little work was available for scrutiny.
119. By the end of Key Stage 2, pupils' attainment is below average. In Year 6 they produce effective book covers that involve mixing pictures with text. Pupils have the skills to carry out research into space, for example, using a CD-ROM. They also store information about the insulation properties of materials in preparation for later retrieval. However, pupils do not develop the knowledge and understanding expected for their age in order to be more independent and learn to interrogate, interpret and control in sophisticated ways. Improvement since the previous inspection is unsatisfactory, although there are now clear plans to improve facilities and subject coverage.
120. Planning has become more consistent since the previous inspection, although it was not always carried out in the inspection week. Planning is based on the sound policy and detailed scheme of work, which is now in place.
121. Pupils' learning during the key stage is unsatisfactory. They carry out a few simple exercises generating, organising, amending and presenting ideas. In Year 3, for example, they develop only a small number of skills, such as working in different fonts to produce factual work about their families, or making simple symmetrical pictures. Pupils in Year 4 continue to carry out word-processing tasks, such as writing menus for 'The Iron Man', and produce graphs of favourite snacks. In Year 5, they produce well-organised instructions for making paper aeroplanes. They also store and retrieve information about their favourite television programmes. Pupils learn to control 'roamers' and play simulation games as part of their control technology. However, this aspect of their work is a point for development, as well as learning to describe uses of information technology in the outside world.
122. No direct teaching was observed, so a judgement of its quality is not appropriate, although pupils are given suitable tasks, often linked to current classwork. The school has recently appointed a new co-ordinator who has established strategic plans aimed at raising standards, including updating and increasing resources and creating an ICT suite. He is giving the subject good clear direction, and has produced a comprehensive strategic plan for the future, which includes in-service training for teachers.

MUSIC

123. The school has maintained many examples of high quality work in music since the previous inspection, and the quality of learning in class music is satisfactory overall. Pupils take part in a very good range of high quality musical experiences that result in good gains in understanding and skills. Progress in music through the school is secure. Pupils with special educational needs make sound progress. Pupils are gaining skills related to all the musical elements, such as pitch, dynamics and structure, linked to the well-structured scheme of work. They distinguish between the differing sounds of instruments, such as in a Jamaican Calypso or classic compositions. They listen to and appraise music from different times and places, and are beginning to recognise different styles. Within lessons, pupils' performance skills and understanding are promoted strongly by the teachers, with some outstanding teaching. The good choice of activities, with carefully planned musical experiences, extends pupils' musical understanding and knowledge well. Most lessons are well structured, with explicit learning

objectives that are shared with the pupils. This encourages pupils to take a full part and experiment, for example, with a morse code rhythm, or with the sounds of instruments.

124. Pupils are learning to control sounds using a good range of tuned and untuned instruments. By Year 6, pupils have a sophisticated understanding of rhythm patterns, such as the calypso, and they repeat rhythms by clapping the patterns. Many pupils understand how various instruments are played through their own experiences and playing skills, such as strings, brass, woodwind and percussion. Many of the players in the steel band perform to a high standard and create a very dynamic, expressive sound. Pupils explore sound in their own compositions to create a planned effect. They are learning to listen to and distinguish different types of music and are able to express their ideas about the styles. They use a variety of musical notation and symbols, from the traditional to their own patterns, to communicate and interpret their ideas. The high quality musical experiences in the school make a significant contribution to pupils' social and cultural understanding.
125. One fifth of pupils receives individual music tuition within the school that helps their performance skills and musical knowledge well. The steel band and school choir provide excellent experiences for the pupils, encouraging them to apply and refine their skills. Pupils in the school choir sing with style and very good quality sound, producing good harmonies from two-part singing.
126. Pupils' attitudes to music are good, and outstanding when given inspirational teaching. All pupils enjoy singing and work with instruments, and many have a natural style so that they join in enthusiastically. They enjoy experimenting with the instruments. Pupils work well individually and in groups to make their own compositions. The personal interest and knowledge of the teachers encourage pupils through the school to be highly motivated and responsive.
127. The quality of teaching is good, with some that is outstanding. Teachers prepare well structured lessons. They use effective teaching strategies that help build understanding and skills. The quality of experience in several lessons is very high, and is enhanced by the teachers' own understanding and musical appreciation. The scheme of work supports teachers in making a good choice of music to promote pupils' understanding. The teachers use musical language carefully, and make a good selection of resources available. The teachers build well on the pupils' work, ensuring that the others listen during a performance. The teachers' knowledge of the subject is good so that they give clear explanations and help to identify musical elements. The teachers provide good opportunities for the pupils to listen to one another's work. The music curriculum is very good and provides a rich source of experience for the pupils. The assessment of musical skills is at an early stage.
128. The co-ordinator has a very good understanding of the subject and the role. She provides very good support through the school. The school has a good selection of musical instruments, including several from other countries. The subject scheme of work identifies the knowledge, understanding and skills within a clear structure. Music makes a highly significant contribution to the life of the school.

PHYSICAL EDUCATION

129. Pupils gain appropriate skills in physical education as they move through the school, and the progress they make in the subject is therefore satisfactory. The higher-attaining pupils make good progress. These findings are similar to those reported at the last inspection.
130. Building on the skills they have acquired at Key Stage 1, the youngest pupils refine techniques for balancing, rolling and moving in different directions. They practise climbing, using ropes and ladders, and rehearse methods of landing safely. As they move through the school they learn to link different movements into sequences. These become progressively more intricate so that pupils in Years 5 and 6 work co-operatively to devise longer patterns of movement using strength, agility and balance. Pupils in Years 3 and 4 learn to swim, some gaining a ten metre certificate by the end of their course. However, few are able to swim twenty-five metres by the time they leave the school. Across the school, pupils practise a range of sports,

including netball, football, lacrosse and hockey. They are taught effectively skills that enable them to become more proficient, such as using a stick correctly to control a hockey ball, and to pass it with accuracy. Pupils practise dance forms, using a variety of rhythms to develop balance, poise and co-ordination, so that by Year 6 they begin to devise longer sequences based on changes in rhythm and mood. Good opportunities are provided for pupils to take part in competitive sport against other schools, and all are expected to take part in the school's sports day.

131. Pupils' learning and attitudes are generally good. Most take part enthusiastically in gymnastics and games, and many display good powers of concentration when they are practising a skill. Pupils collaborate well when they are required to devise dance or movement sequences, and, although their discussions sometimes become noisy, they generally agree on how to proceed. When using apparatus, pupils generally use space sensibly and wait patiently for their turn.
132. The teaching of physical education is satisfactory. Teachers have sufficient knowledge and understanding of the subject to teach basic skills, and some have expertise in gymnastics, dance and sport to whom colleagues refer for advice. Teachers plan their lessons carefully, ensuring that pupils practise a range of related skills within a lesson, and that they warm up properly before attempting strenuous exercise. In a few very good lessons, teachers offer specific advice and coaching to individual pupils, which has a marked effect on performance. In a few lessons however, the completion of the task becomes more important than the learning of intended skills, so that pupils are not challenged to produce their best work. Pupils are generally well managed, but teachers do not always position themselves well to exert sufficient control over gymnastics or sports, and the space allowed for some activities is too large. Time is generally used effectively in lessons, and pupils move smoothly from one activity to the next. However, lessons sometimes finish early at the end of the school day and excessive time is allowed for pupils to change. Teachers use resources well, and sympathetically support those pupils who encounter difficulties.
133. There is a broad and balanced curriculum for physical education. The school offers a wide range of extra-curricular games and sports, and external agencies are used well to enrich pupils' experience. For example, pupils are coached in the summer by experienced footballers, and students from The BRIT School of Performing Arts offer pupils advice and demonstrations. There is currently no co-ordinator to provide leadership and direction for the curriculum, but a teacher has been designated to lead the subject from September, and there are staff with sufficient expertise in dance, gymnastics and games to provide useful advice to colleagues. Resources for physical education are generally sufficient, but there is a lack of low-level apparatus for the use of younger pupils.

RELIGIOUS EDUCATION

134. Standards in religious education are in line with those expected in the LEA Agreed Syllabus. The school has maintained the standards identified at the last inspection despite a large staff turnover.
135. The school gives appropriate attention both to what pupils know about religion and what pupils learn from religion. Reflection is an integral part of the learning process and pupils have many opportunities to reflect on the spiritual dimension of life.
136. In Year 3, pupils begin to learn about some of the beliefs of Islam. Pupils in Year 4 know that each major religion has a special book, special place of worship and celebrates certain festivals. They know that many religions have laws and traditions connected with eating food. Pupils in Year 5 know the main beliefs held by Christians and understand the reasons for, and the benefits of, fasting. Pupils in Year 6 know about the rules that Buddhists follow and understand about a range of religious beliefs.
137. The teaching in religious education is good and frequently very good. Teachers have secure subject knowledge, which enables them to plan interesting lessons and set challenging tasks. Good quality resources are used well to capture and sustain pupils' interest. Teachers use a variety of teaching methods to achieve the clearly stated learning objectives. They use good

questioning skills, which encourage pupils to think and deepen their understanding.

138. Pupils display good attitudes to learning. They listen attentively, answer questions thoughtfully and share their knowledge and experiences. They listen respectfully to one another. Pupils behave well in lessons and this contributes to the standards they achieve and their progress. Pupils with English as an additional language, and those with special educational needs, are well supported and make good progress.
139. Pupils are presented with a good range of learning opportunities, which provide knowledge and insight into values and beliefs, and develop spiritual awareness. Religious education contributes positively to pupils' cultural development, giving opportunities for them to learn about their own culture and the rich diversity within the community.
140. During a lesson with pupils in Year 5, the teacher had to stop speaking several times because of the noise overhead when pupils moved about the upstairs room. Because the teacher was experienced, had good pupil management skills, these interruptions did not have a detrimental impact on the lesson. However, these conditions affect pupils' concentration, and thought should be given to minimising the noise levels in the school and improving the quality of the learning environment.
141. The subject is well managed. The scheme of work is comprehensive and gives teachers good guidance about what is to be taught in each term, with suggested activities and key questions. Resources are good and are used well. Both these factors contribute to the good teaching and learning.
142. Personal, Social and Health Education is taught throughout the school, complementing the teaching of religious education and contributing to pupils' spiritual and social development. There is a clear, helpful scheme of work. All teachers have received training in 'Circle-Time' techniques and the high quality teaching in these areas promotes pupils' self-esteem.