

INSPECTION REPORT

PURLEY OAKS PRIMARY SCHOOL

South Croydon, Surrey

LEA area: Croydon

Unique reference number: 101733

Headteacher: Mrs Susan Bain

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 26th ~ 30th March 2001

Inspection number: 197180

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 ~ 11
Gender of pupils:	Mixed
School address:	Bynes Road South Croydon Surrey
Postcode:	CR2 0PR
Telephone number:	020 8688 4268
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Donald Rose
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23044	Mrs Valerie Singleton	Registered inspector	Information & Communication Technology Art & Design English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9595	Mrs Susan Cash	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
18814	Mr George Crowther	Team inspector	The Foundation Stage Geography History Special educational needs,	
3678	Mrs Jo Harris	Team inspector	English Music	How well is the school led and managed?
20875	Mr Jim Howard	Team inspector	Mathematics Physical Education Religious Education Equal opportunities	
27709	Mr David Major	Team inspector	Science Design and Technology	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Purley Oaks is a large primary school for boys and girls aged three to eleven. It has 422 pupils on roll and 52 part-time places in its nursery. Children's attainment on entry to Year 1 is below that expected nationally. The school serves a large area. Pupils come from a wide range of socio-economic backgrounds, but the percentage who are eligible for free school meals is above the national average. Nearly one-third of its pupils come from minority ethnic backgrounds, of whom 22 per cent have English as an additional language, which is very high in national terms. Few are at the early stages of learning English. There are nearly twice as many boys as girls in Years 5 and 6. The proportion of pupils on the special educational needs register, for a variety of learning and behavioural difficulties, is above the national average. The school takes in a number of pupils who have severe emotional needs. Many pupils join the school after the start of the reception year, or leave before the end of Year 6.

HOW GOOD THE SCHOOL IS

Purley Oaks is a satisfactory and improving school with a number of strengths. It provides a caring, stimulating environment in which all members of the community are valued. Very strong leadership by the headteacher has ensured that all the staff team have shared high expectations of what the pupils can achieve. Good results in the national tests for Year 6 pupils last year underline the school's success, though standards attained by the present Year 2 and Year 6 in English, mathematics and science are below the national average. The quality of teaching is sound overall, and consistently good in a number of classes. Pupils of all ages achieve satisfactorily, despite the problems caused when pupils change schools and difficulties in appointing teachers. The effective way in which the school faces these challenges ensures it provides satisfactory value for money.

What the school does well

- The headteacher provides very strong leadership, supported by a committed staff team and governing body.
- The quality of teaching is good in a number of classes.
- The school cares very well for all its pupils.
- The good provision for personal and social development ensures there are good relationships between all members of the school community.
- Results in the national tests for Year 6 pupils were above average last year.

What could be improved

- Pupils' attainment in English, mathematics and science, in both key stages.
- The quality of teaching in some classes, where there are weaknesses.
- The attendance and punctuality of a significant minority of pupils, as their learning has been adversely affected.
- Parents' support and involvement in their children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection was in January 1997. The school has made good improvement since the headteacher was appointed three years ago, and now has a good capacity to succeed further. The key issues from the last report have been addressed successfully, leading to improvements in overall standards. Attainment has been raised in listening, writing and handwriting. Pupils' achievement in information and communication technology (ICT) is now good and it is satisfactory in science. A better curriculum is in place to support pupils' progress in design and technology. Teaching has improved and pupils are well managed. Assessment procedures are now in place for most aspects of English, mathematics and science, and evaluations of lessons are used to plan future work. The headteacher monitors teaching regularly and effectively, and ensures that school policies are carried out. In addition, Year 6 pupils achieved better results in the national tests last year. Good facilities to enhance learning have been provided, such as the library and computer suite. The attractive displays and redecorated classrooms

create a positive learning environment.

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
	1998	1999	2000	2000
English	E	E	B	A
mathematics	D	E	B	A
science	E	E	B	A

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

Most children enter the nursery with attainment that is at the level expected for their ages though only about half of these children join the reception classes. By the time they enter Year 1, most children reach the expected standard in all areas of learning, but a significant minority do not. Overall, attainment is below that expected nationally. The school's results in the national tests and tasks for Year 2 pupils in 2000 were well below the national average in reading and writing. However, there were significant improvements in mathematics, although overall results were below the national average. In the national tests for Year 6 pupils, the trends in performance over time matches the national picture. Last year, the school aimed to have 65 per cent of its Year 6 pupils reach the nationally-expected Level 4 in the English and mathematics national tests. It exceeded its target in both subjects.

Current standards reached by Year 2 and Year 6 pupils are below the national average in English, mathematics and science. Although the majority of pupils reach the standard expected for their age, fewer than average exceed it. Overall, pupils achieve satisfactorily in relation to their prior attainment throughout the school. Pupils who have special educational needs make sound progress overall. Factors influencing standards include teacher turnover and the significant proportion of pupils who join or leave the school. The good results in 2000 were due to there being a very committed group of Year 6 pupils, good teaching and parental support. There were also far fewer pupils with special educational needs in that year group than in other classes. In ICT, standards are below that expected nationally by Year 6, as pupils have not had enough experiences to handle all the programs and processes independently. Standards are at the nationally expected level by Year 6 in art and design, history, music, physical education and religious education. Standards in design and technology and in geography are below those expected nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to their work and school life.
Behaviour, in and out of classrooms	Satisfactory overall. Behaviour in lessons is sound almost always, and often good. Pupils move around the school sensibly and generally play together well. The pupils with emotional and behavioural difficulties are managed well.
Personal development and relationships	Relationships throughout the school are good. The degree of initiative and personal responsibility shown by pupils is sound, with strengths in Year 6.

Attendance	Attendance is well below the national average. Punctuality is also unsatisfactory. These have a detrimental impact on pupils' learning.
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TEACHING AND LEARNING

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

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

The quality of teaching was good or better in 40 per cent of the 92 lessons observed. It was unsatisfactory in only seven per cent. The quality of teaching is sound overall, and this ensures pupils learn effectively and make progress. The very good teaching was mostly in Key Stage 2, but so too was most of the unsatisfactory teaching. Teaching in Key Stage 1 was almost always satisfactory and over half was good or better. Teaching in the foundation stage was satisfactory and sometimes good. Some inconsistencies in planning and teaching result from the school's needing to employ temporary teachers when there are difficulties in recruiting permanent staff. Literacy and numeracy are taught well throughout the school, apart from where new teachers have not yet received the necessary training in the national strategies. In Key Stage 1, English is taught consistently well. Throughout the school, most teachers share the learning objectives for the lessons with their pupils, and so they know what they are going to learn and why. Questioning is used effectively. Pupils are generally well managed in all classes, though when the pace slows and the work is not stimulating, behaviour deteriorates. An over-reliance on work sheets in some lessons limits pupils' progress, especially those of higher attainment. In the best lessons, teachers have an enthusiasm for the subject, they provide challenging and stimulating work, and activities are matched to pupils' prior attainments. This results in pupils of all abilities achieving well. Support assistants provide effective help in lessons to pupils with special educational needs and those with English as an additional language. Teachers have secure knowledge in most subjects, apart from design and technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad, relevant curriculum overall, with a strong personal and social education programme. The curriculum in the foundation stage is planned around the recommended areas of learning, but sometimes lacks balance between teacher-led activities and purposeful play. The school's extra-curricular provision is satisfactory.
Provision for pupils with special educational needs	Good. All these pupils have full access to the curriculum in class and there is good support offered in withdrawal groups. Provision is well organised by the special needs co-ordinator.
Provision for pupils with English as an additional language	Satisfactory. Pupils at the early stages of acquiring English receive some specialist teaching. Support assistants provide extra help in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual development opportunities are sound. The provision for pupils' moral and cultural development is good, and it is very good for their social development.
How well the school cares	The school takes very good care of its pupils. The many systems to

for its pupils	promote good behaviour result in a positive learning environment. The recently opened 'Quiet Place' provides a haven for pupils who have emotional needs. The systems for assessing pupils' attainment and monitoring their progress are satisfactory.
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The headteacher, staff and governors work hard to involve parents in the life and work of the school and to keep them well informed. Overall, however, parental support for the school and their children's learning is below that found in most schools, and is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and is giving clear direction for the school's improvement. She is well supported by the effective senior management team. Co-ordinators are all developing a good understanding of their role. They offer good support to their colleagues, and so they are promoting standards, and teaching and learning well.
How well the governors fulfil their responsibilities	Satisfactorily. The governors are very supportive and fulfil their statutory duties. There is a well-developed committee structure. At present, however, governors are not involved enough in planning the future development of the school, or in monitoring and evaluating its work.
The school's evaluation of its performance	Good. The headteacher monitors teaching, planning, assessment files and pupils' work to identify strengths and weaknesses in what the school provides. Systems are now in place to analyse pupils' progress and attainment and to use this to improve learning.
The strategic use of resources	Financial management is good. The school seeks to obtain best value for money when purchasing equipment or services. Financial decisions are now being evaluated against their impact on pupils' attainment.

The school has sufficient, qualified teachers, though recently it has had difficulties in recruiting staff. A strong team of well trained support assistants provides very effective help to pupils. The spacious premises have been improved through the redecoration programme, and facilities enhanced by a new library and computer suite. Resources to support pupils' learning have been improved and are now generally good, apart from those for geography, religious education and some nursery equipment that needs replacing.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • There are high expectations and so the children make progress. • Teaching is good. • Children become mature and responsible. 	<ul style="list-style-type: none"> • The behaviour of a minority of pupils. • The level of challenge in the homework for the older children. • Information about their children's work. • The closeness with which the school works with them. • Extra-curricular activities.

The inspectors largely agree with the strengths identified by parents, although, despite teaching being good and very good in some classes, it is not consistently so. They feel that parents are well informed about their children's progress, but some parents do not take advantage of all the opportunities on offer

to learn about the work of the school. The provision of homework is judged satisfactory, though limited in challenge for the older pupils. Extra-curricular activities over the year are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter the nursery with skills, knowledge and understanding that are at the level expected for their ages. The nursery has particular strengths in nurturing children's personal, social and emotional development and they make satisfactory progress in all the other areas of learning. Most of the children are on course to reach the expected standard by the time they join the reception year, but only about half of them stay on at the school. The reception classes build successfully on the sound start made in the nursery. More time is devoted to literacy and numeracy activities, but the children are still given opportunities to learn through play. Most children reach the expected standard in all areas of learning by the time they enter Year 1, but a significant minority do not, and few exceed it. Overall, attainment is below that expected nationally.
2. Since 1997, when results in the national tests for Year 2 pupils were in line with the national average, standards have fallen to well below the national average in reading, writing and mathematics. In the 2000 national tests for Year 2 pupils, results in reading and writing remained well below the national average. However, there were significant improvements in mathematics, with the percentage of pupils attaining the expected level rising from 71 per cent to 92 per cent. Many pupils only just reach Level 2, however, and very few attain Level 3, making overall attainment below the national average. When compared with similar schools, the results were well below average for reading, below average for writing and at the average level for mathematics. There is no significant difference between the results of girls and boys compared to the national picture, although girls achieve better in writing. Pupils make satisfactory progress throughout the key stage, but standards in reading, writing and mathematics are below those expected by Year 2.
3. In the 2000 national tests for Year 6 pupils, there was a significant improvement on the results in previous years. Results in English, mathematics and science were all above the national average. The percentage of pupils reaching the higher Level 5 was above the national average in English and close to the national average in mathematics and science. When compared to schools with a similar intake, results were well above average for all three subjects. Boys and girls achieved equally well. Taking all core subjects together, the trend in performance of pupils aged eleven over the five years from 1996 to 2000, is broadly in line with the national picture.
4. Although results showed a dramatic improvement last year, prior to this standards had fallen each year since 1997. This downward trend has been stopped. The school's good results in 2000 were due to there being fewer pupils with special educational needs amongst those who were tested than is usual in the school, and a number of pupils who performed well above the expectation for their age. Current standards in English, mathematics and science by Year 6 are still below the national average. Although the majority of pupils reach the standard expected for their age, fewer than average reach the higher standards. Overall, pupils achieve satisfactorily in relation to their prior attainment throughout the school. Factors influencing attainment include teacher turnover and the significant proportion of pupils who join or leave the school. The achievement of pupils who enter the school at reception age and stay on until Year 6, is at least satisfactory during their time at the school, and better than those who join the school later in their school careers. The school has higher than average numbers of pupils with special educational needs, and though they achieve satisfactorily in

relation to their prior attainment, this inevitably affects overall standards. Additionally, a significant minority of higher-attaining pupils transfers to the independent sector in Year 5.

5. In 2000, the school aimed to have 65 per cent of its Year 6 pupils reaching the nationally-expected Level 4 in the English and mathematics national tests. It exceeded its target in both subjects. The new target is 70 per cent for English and 74 per cent in mathematics, which are realistically challenging for the present group.
6. Pupils who have special educational needs make sound progress overall. In lessons where work is well matched to their needs, often in literacy and numeracy, they make good gains in learning towards the targets set for them. They achieve well when they are withdrawn for focused support because the work and the teaching meet their needs very well. In lessons where support assistants work closely with individuals or groups, and pupils are given plenty of praise, they respond by working hard. In a few lessons, the teachers' planning takes too little account of pupils' special needs and, particularly when whole-class teaching is the main method, these pupils do not make enough progress. Pupils who have English as an additional language make satisfactory progress, because of the good support they receive in lessons from the learning support assistants. A bilingual support assistant has been appointed who offers effective support to the youngest children, and acts as a helpful link with their parents.
7. Pupils' overall standards of listening are satisfactory, but standards of speaking are weak by Year 6. While some pupils are confident speakers, many have limited vocabulary and lack the skills to express their ideas fluently. Opportunities are provided for speaking and listening activities, but there are not enough planned activities to ensure the secure development of pupils' skills. Reading skills are at the expected level. By Year 2, the higher-attaining pupils read challenging texts fluently and discuss their favourite authors, justifying their opinions well. However, some pupils have not read a wide range of books and find it more difficult to articulate their opinions. There is a satisfactory range of writing undertaken throughout the school. By Year 6, pupils write in different styles and for different audiences. However, there is not enough extended writing. In some classes the over-reliance on a published scheme and worksheets limits opportunities to write freely. Literacy skills are developed well through other subjects in some classes, but inconsistently in others.
8. By the time they leave the school, pupils are confident with number. They have a good mathematical vocabulary and a good understanding of place value. However, many are not sufficiently secure in their knowledge of multiplication tables. Pupils learn to make sensible estimates and to check their answers. They understand area and perimeter, and most can calculate them accurately. Pupils can create and interpret data in a variety of graphs. Some opportunities are missed to consolidate knowledge through work in other subjects, such as design and technology.
9. In the current Year 6, pupils' skills in planning and carrying out science experiments are sound. Many pupils use the correct vocabulary when describing scientific processes, and most understand the importance of fair testing during enquiry work. However, the recording skills of a significant number of pupils are weak. Their scientific knowledge is generally sound. For example, they understand the difference between reversible and irreversible processes. Most pupils are clear about the properties of solids, liquids and gases and why they are used in ways that reflect their characteristics. Knowledge of life processes and living things is less secure.
10. In information and communications technology, standards are below that expected

nationally by Year 6 in ICT, as pupils have not had enough experiences to handle all the programs and processes independently. Pupils can combine different forms of information appropriately, sort and classify information with help, and control a programmable robot purposefully. They are learning how to use the internet to seek information and send e-mails. All areas of the National Curriculum are covered.

11. Standards are at the nationally expected level in art and design, history, music, physical education and religious education. The unsatisfactory achievement of pupils in Key Stage 2 in design and technology and geography results in standards overall being below that expected in these subjects.

Pupils' attitudes, values and personal development

12. Children in the nursery and reception classes part happily from their parents and settle well. There are consistent routines and expectations, which the children understand, and so behaviour is good. They willingly take part in the activities and co-operate with others.
13. Pupils have positive attitudes to their work and school life. Most enjoy coming to school and take an active part in lessons. They are keen to answer questions and, when they are fully engaged by the good teaching, settle quickly to the tasks they are given. Many pupils present their work well and take pride in what they are doing.
14. Behaviour in lessons is sound and often good. This is an improvement since the previous inspection. A significant number of pupils have emotional and behavioural difficulties, but teachers and support staff manage them well. However, some are so challenging that their behaviour impinges on the learning of others despite the very good management by the staff. When the pace of lessons is slow or teachers have weak management skills, then behaviour can also deteriorate. Pupils are always well supervised and so they move around the school sensibly and generally play well together in the playground. Pupils spoken to were confident that any bullying and harassment is firmly and swiftly dealt with. The staff work hard to support pupils and keep them in school. The number of temporary exclusions is about average for this size of school. There have been no recent permanent exclusions.
15. Pupils have a good understanding of the impact of their actions on others. In detention, they are expected to write which rule they have broken, how it affected other people and what they should have done. Teachers often explain why they disapprove of some minor incident when they are reprimanding pupils. Pupils can all cite the golden rules and know the consequences of not abiding by them. They show a good deal of respect in the kindness and support they offer each other. Those with learning and emotional difficulties are helped in a caring and constructive manner by their peers.
16. Pupils are given increasing responsibilities as they move through the school and, by Year 6, undertake a wide range of tasks, including being team captains and vice-captains. Some pupils find independent learning difficult and lack group work skills. Overall, the degree of initiative and personal responsibility they show is sound, with strengths in Year 6.
17. Relationships throughout the school are good, which is also an improvement since the previous inspection. Adults are very positive in their dealings with pupils and provide very good role models. The close relationships that exist between the staff provide particularly good, consistent support for pupils. Pupils generally get on well together

and with adults, with almost all showing respect for their teachers. They are polite and friendly, holding doors open and saying thank you. Adults create a calm, pleasant atmosphere throughout the school which is conducive to learning.

18. Levels of attendance are well below the national average and are lower than at the time of the previous inspection. This is partly a result of the high turnover of pupils, many of whom move away without letting the school know where they are going. The school does not take a pupil off its roll until it has received notification from the receiving school and classifies the absence as 'parentally condoned', as it does for extended holidays. A number of pupils receive part of their education off-site. Even after allowing for these factors, the level of absence for sickness and other reasons is above average. Irregular attendance has a detrimental effect on the learning of the pupils involved. Unauthorised absence is well below average, however, because the school has good systems for ensuring that it knows why pupils are absent. Punctuality is also unsatisfactory. Some pupils frequently arrive after lessons have started and not only miss the vital introduction themselves but also disrupt the learning of the others in the class. Lessons start punctually and there is little time wasted, except when classes have to move long distances around the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching was judged satisfactory or better in 93 per cent of the 92 lessons observed. Of these, 31 per cent was good and nine per cent very good. Teaching is satisfactory overall. This is an improvement since the previous inspection when several aspects of teaching were judged unsatisfactory. The very good teaching was mostly in Key Stage 2, but so too was the unsatisfactory teaching. Teaching in Key Stage 1 was almost always satisfactory and often good. Teaching in the foundation stage was satisfactory and sometimes good. There were no specific weaknesses in a subject or a year group. Problems with teacher recruitment are resulting in some inconsistencies in the approach to planning and teaching, and are having a detrimental effect on standards in some areas.
20. The literacy and numeracy strategies are taught securely throughout the school, apart from where there are new teachers from abroad who have not yet received the necessary training. English is consistently taught well in Key Stage 1. The quality of teaching is satisfactory overall in all other subjects and in the foundation stage. Basic skills are taught satisfactorily. A good example, when the teacher encouraged pupils to explore mental strategies, was seen in Year 2 mathematics. A strong emphasis on teaching cursive script throughout the school, starting in the foundation stage, and on consistently teaching the conventions of writing, ensures that standards are secure in these aspects. Basic skills are taught well to pupils with special educational needs in withdrawal groups and in the additional literacy and numeracy support groups. In lessons, the support assistants work effectively with these pupils to improve their numeracy and literacy skills. If pupils are withdrawn from lessons, the work is clearly focused and makes a positive contribution to their learning. Nonetheless, small groups of pupils leaving or returning to a lesson can sometimes cause minor disruption.
21. Overall, teachers' planning, expectations of pupils' work and teaching methods are satisfactory. English, mathematics and science are planned well throughout the school. Very detailed planning for each year group by the co-ordinator offers class teachers good support when teaching music. All lessons are planned on a daily basis. The planning for some foundation subjects, however, identifies the factual knowledge to teach, but does not identify always, in sufficient detail, the skills that need to be taught.

In the better lessons, when work is well matched to pupils' understanding and abilities, as in Year 6 science, all pupils make good progress. When activities are not matched so carefully, the potentially higher-attaining pupils do not make sufficient progress. This is evident in writing, where experiences are restricted in some classes, and in mathematics when some activities set are not sufficiently challenging. In the best teaching, there are high expectations of pupils' involvement and achievement, as in Year 6 English when pupils met the challenge of dealing with a passport application form.

22. Most teachers share the learning objectives for the lessons with the pupils, so that pupils know what they are going to learn and why. Questioning is used well, for instance to reinforce pupils' knowledge and understanding in Year 5 science, and to focus on the major issues when examining life in an Indian village in Year 4 geography. When questions are simple and do not extend pupils' understanding or appear irrelevant, then interest wanes and progress is limited, as was seen in a Year 3 ICT lesson. A good focus on the key vocabulary extends pupils' comprehension and subject knowledge. Good learning takes place when pupils are well involved in all aspects of the lesson and when they are encouraged to take an active part in discussion, for example when exploring different ways of trying to resolve difficulties in a Year 6 personal and social education lesson. When teachers show a genuine enthusiasm for the subject, it motivates the pupils well, as in a Year 2 physical education lesson which was full of enjoyment and fun.
23. Pupils are generally well managed in all classes. Very good relationships ensure pupils are eager to do their best, even when faced with a difficult task. For instance, in Year 1 art and design, pupils rose to the challenge of drawing outlines for a collage picture. When the pace slows and the work is not stimulating, behaviour deteriorates. Weak management of behaviour was seen in a few lessons, because some teachers used inconsistent approaches. Generally, agreed rules are highlighted and positive reinforcement given for pupils' effort and achievement. Good management is a strength in the foundation stage.
24. Resources needed for lessons are always ready and available. Good use of sources of evidence was seen in Year 4 geography and resources are used well in science lessons. An over-reliance on work sheets in some classes limits pupils' progress. Support assistants are used well in most lessons to help pupils with special educational needs and English as an additional language complete the tasks set successfully. The assistants are used most effectively when they are involved throughout the whole lesson. Sometimes, their time is not so well used in whole class sessions. They are fully briefed by teachers and well trained in behaviour management. The school has imaginatively developed a 'Quiet Place' to meet the special needs of pupils.
25. Teachers evaluate each lesson and many use this information well to adjust their future plans. In the reception classes, teachers make detailed on-going assessments during lessons to determine whether children have acquired specific skills, for example if they understand 'full' and 'empty'. During a Year 4 art and design lesson, the teacher assessed that some pupils needed a more structured approach in order to draw a three-dimensional shape and adjusted the lesson accordingly, and so all made good progress.
26. Regular reading and weekly spelling are set for homework throughout the school. In Key Stage 2, a work sheet for each core subject is included consistently once a week. In the parents' questionnaire, 32 per cent said they would like to see more demanding

homework set, especially for the older pupils. Inspectors agree the work sheets are not very challenging, but research projects are sometimes included, which are useful and appropriate.

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

27. The school provides a broad, balanced and relevant curriculum overall. At the last inspection, provision for ICT failed to meet statutory requirements, the curriculum in Key Stage 1 placed insufficient demands on most pupils, the balance between subjects was poor, and some subjects received insufficient time allocations. Also, schemes of work were not consistently implemented as a result of the variable quality of teachers' planning. The school has addressed these issues effectively. Schemes of work for each subject have been revised, making good use of nationally agreed guidelines, and medium-term plans are implemented consistently throughout the school. Individual teachers use these to plan their lessons to meet the needs of the pupils in their classes. Time allocations to different subjects have been agreed following whole school consultation, with improvements to the curriculum and time available in science and design and technology. The requirements of the National Curriculum are now being met in ICT, with each class using the computer suite for one lesson each week. However, there are limited opportunities to develop ICT skills using computers based in classrooms, as planned links between ICT and other subjects across the curriculum are still being developed.
28. The curriculum for pupils in the foundation stage is planned around the recommended areas of learning, but sometimes lacks sufficient balance between teacher-led activities and structured play. The curriculum in Key Stages 1 and 2 meets the requirements of the National Curriculum. Religious education is taught in line with the locally Agreed Syllabus. The curriculum provided is relevant to the needs of all pupils. The provision for design and technology has improved since the last inspection, although older pupils have not acquired making and joining skills progressively through the school. Where Key Stage 2 teachers base geography and history work on developing pupils' skills and concepts, the quality of learning is good. In many lessons, however, where learning is based on factual work through worksheets, pupils' achievement is unsatisfactory. Pupils do not always have sufficient time to complete work of quality and depth in some lessons, for example, in art, music and extended writing.
29. The literacy strategy is established securely throughout the school, though teachers new to the system are still developing the finer points. The school has introduced the numeracy strategy successfully. However, as not all the teachers have had the opportunity of training, this leads to some inconsistencies in approach.
30. The curriculum is enhanced by a number of educational visits, for example to Godstone Village and Pizza Express. The school also offers the opportunity for residential visits to the older pupils, to enhance their social development. Visitors to the school have included a theatre group to present a drugs awareness programme, several local residents during multicultural week, and regular visitors from local churches and the police, fire, and road safety services.
31. A number of parents who returned questionnaires felt that the provision of extra-curricular activities was weak. At the time of the inspection there were clubs in football for boys and girls, running, dance and recorders. Other clubs are run during different terms, including some good opportunities for sports coaching and participation in local

sports competitions. The school has improved its range of clubs and activities, which are judged satisfactory.

32. All pupils have full access to the curriculum, and the provision for pupils with special educational needs is good. Pupils' special needs are identified at an early stage and their needs are monitored carefully. Teachers and support assistants write the individual education plans (IEPs) for pupils in their classes, but the targets set at the early stages of support are not always precise enough to guide teachers' planning. IEPs for pupils at the later stages of support are specific and well focused. Initiatives such as additional literacy support, 'booster' classes, and small group support for spelling all provide extra help for those pupils who need it. Pupils with a statement of special educational need receive good provision, including a designated support assistant.
33. Pupils receive good support for their personal and social development through a planned programme of personal, social and health education (PSHE). This is a real strength of the curriculum, and makes a significant impact on pupils' positive attitudes and personal development. Weekly discussion sessions are well managed. Health education is well integrated within science topics, including sex education and drugs misuse, as appropriate, for older pupils. The school is also making very good use of its pilot 'Quiet Place' project to extend its provision, and link behaviour management strategies effectively to personal and social development.
34. Sound links have been established with the local community. Regular visitors from local churches take assemblies, and the theatre groups perform role-plays for pupils on relevant issues. Senior citizens visit the school to make valuable contributions during local history topics. In the spring term, Year 6 pupils engaged in a successful 'Newspapers in Education' week project in conjunction with the Croydon Advertiser. The school also has useful links with partner institutions, for instance, hosting initial teacher training students from South Bank University and St. Mary's Institute, Roehampton. It is developing further links with partner schools, including Coulsdon High and Whitgift School.
35. The school makes good provision for pupils' personal and cultural development, with very good support for their social development. Spiritual development opportunities are sound. This is similar provision to that found at the time of the last inspection.
36. Pupils' spiritual development is supported primarily through religious education, class discussion time and assemblies. Pupils learn to recognise their own and others' feelings and begin to understand who 'I am', as well as the value of friendship. They learn about different faith ideas of God and are encouraged to pray and reflect on the prayer of the week in collective worship. The 'Quiet Place' provides a spiritual experience for many of those who go there. There are few planned opportunities in lessons to develop a sense of awe and wonder or to reflect on the work pupils have been doing. More use could be made of the wide range of faith backgrounds of pupils and their families and of visits to places of worship.
37. Morality and a sense of right and wrong are promoted well in class discussion times, and in the way poor behaviour is addressed. There is a clear code of Golden Rules and pupils are helped to understand why certain behaviour is unacceptable. Pupils have written their own dreams for the world, based on Martin Luther King's speech.
38. From the moment they enter the nursery until they leave the school, pupils are helped and encouraged to relate positively to each other. The youngest children are

encouraged to take turns and play group games. Older pupils write about their friends and discuss relationships openly in class discussions and through the personal, social and health education programme. Residential visits and sporting activities also contribute to pupils' social development. Year 6 pupils are given a wide range of responsibilities as monitors. All pupils are encouraged to support each other and those in need in the wider community.

39. Good provision is made to support pupils' cultural development. A recent multi-cultural week introduced them to such activities as Japanese writing, Afro-Caribbean music and Aboriginal art. There are many multi-cultural images around the school and a good range of dual-language books. Pupils' own ethnic backgrounds are valued, but the school has yet to make full use of pupils' and parents' own knowledge and experience and share it with the rest of the school. Music, English and geography do not make the contribution often seen in schools. Pupils have some knowledge of western culture through art, and they visit the local church and historical centre in Croydon. There are few visits, though, to galleries or concerts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school takes very good care of its pupils. Child protection procedures are very thorough and everyone who needs to be, is very well informed. The governors, with the support of the caretaker, ensure that health and safety matters are regularly checked. The school is maintained to a high standard of cleanliness.
41. The procedures for monitoring and promoting attendance are good. The school works closely with the Education Welfare Officer and is not afraid of taking the necessary action when attendance is poor. Patterns of absence are monitored and reasons sought, resulting in less unauthorised absence than at the time of the previous inspection. Certificates and prizes are given to encourage attendance and punctuality, and these are having an effect in some classes. These good initiatives have yet to be reflected in the school's attendance figures.
42. The headteacher and her staff have invested considerable effort and time in finding ways to deal with the emotional and behavioural problems of some pupils. Outside agencies are used as necessary. A number of pupils are chosen to visit the 'Quiet Place' to receive individual counselling and support. Class discussion time and 'Golden time' are used well to promote good behaviour and reduce bullying. Pupils are well aware of the Golden Rules and the consequences of breaking them. They are proud to be chosen as star of the day or week. Some pupils have contracts negotiated in conjunction with their parents. Incidents of aggressive behaviour are logged and dealt with quickly and effectively. Everyone, including support assistants and mid-day supervisors, has discussed strategies for dealing with poor behaviour. As a result of these initiatives, behaviour has improved considerably since the time of the last inspection and is better than might be expected, given the high level of special needs. There are not many planned opportunities for play at lunchtimes, and problems occur mainly at this time.
43. Procedures for monitoring and promoting personal development are very good. Adults in the school know the children very well. They are quickly alert to any problems and willingly offer support and a listening ear. They write perceptive comments on pupils' end-of-year reports. The special educational needs governor offers home visits to support some pupils and their parents.

44. The systems for assessing pupils' attainment are satisfactory. This represents a considerable improvement since the time of the last inspection. In addition to compulsory tests and assessments, the school also makes effective use of other standardised tests and voluntary National Curriculum tests to build up a clear picture of its current level of success. Procedures are most developed in English, where they are good, apart from in speaking and listening skills. Assessments in reading and writing are carried out three times a year and are used to agree targets for improvement with individual pupils. Samples of pupils' writing are analysed and matched to National Curriculum levels. This not only provides important information on individuals, but also ensures that there is a consistency in assessment across the school. Records of progress and attainment in mathematics and science are updated termly. More focussed procedures for assessment in mathematics are currently being trialled. This is indicative of the school's continuing commitment to improvement and development. Test results are analysed to identify areas for improvement and the curriculum is modified accordingly.
45. The arrangements for assessing progress in other subjects are more informal. In some instances they are more a record of work that has been covered than a record of pupils' achievements. Furthermore, the quality and use of day-to day assessment by teachers is variable. Teachers evaluate their lessons and the best of these evaluations includes helpful assessment information. Most make regular notes on individual pupils' development of skills and understanding, and amend their teaching accordingly. Support assistants, particularly at Key Stage 1, make a valuable contribution by recording difficulties encountered by the pupils with whom they work. The quality of marking is of a satisfactory standard overall, and is often good. The best examples offer pupils both encouragement and clear guidance on how to improve.
46. The special needs of pupils are monitored systematically. Initial concerns are usually identified whilst children are in the nursery or reception classes and, if a pupil joins the school later, the special needs co-ordinator checks records for signs that extra support may be needed. Once a pupil is placed on the register of special needs, termly assessment and review ensures that the needs continue to be met. The documentation for these reviews is of good quality, particularly that relating to pupils who have a statement of special need. The progress of pupils who have English as an additional language is regularly monitored when they receive specialist teacher help, at the early stages of acquiring English. No other checks are made subsequently, at present, to ensure that these pupils continue to make progress, or to identify whether they have underlying weaknesses with comprehension and grammatical constructions. The school plans to introduce such procedures when the specialist teacher joins the staff in the near future.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The headteacher, governors and staff are trying hard to involve parents in the life and work of the school. The headteacher sends home a termly newsletter which includes much useful information and encourages parents to become involved. The governors and the parent teacher association (PTA) also have their own newsletters. The prospectus is a detailed and comprehensive document, but the governors' annual report is not very easy to read and understand.
48. The school has a good partnership with the parents of pupils with special educational needs. They are consulted and informed appropriately. Their involvement is encouraged and welcomed. Reports on pupil's progress are good. They are detailed and give a clear and honest picture of how well each pupil is progressing and what they

must do to improve further. A good feature, appreciated by parents, is the report each pupil writes about their own progress. Inspectors do not agree with the significant minority of parents who do not feel well informed. There are ample opportunities to meet teachers, both formally and informally. The school was rightly disappointed with the poor turn-out of parents at a recent meeting to explain the Year 6 curriculum, the national tests and secondary transfer. Various ways of sharing curriculum information have been tried and the school is aware that it has yet to find a way of engaging with the majority of its' parents. A new foyer and office are nearing completion, and will provide a much more welcoming entrance to the school.

49. A small, but active, PTA committee arranges a number of fund-raising and social events. These are well supported and raise useful sums of money for the school fund. This subsidises school visits, as voluntary contributions rarely cover the cost. It has also provided extra equipment and resources for the school. A few parents are able to help with reading or in the library and this help is valued by the teachers. Some parents hear their children read regularly at home, support them doing their homework and use the home-school contact book effectively to keep in touch with the class teacher. However, many parents do not, nor do they ensure that their children attend regularly and punctually. Several parents arrive late to collect their children at the end of the day and this impinges on teachers' planning and preparation time. Overall, parental support for the school and their children's learning is below that found in most schools.
50. In responding to the questionnaire, parents are broadly satisfied with the school. They feel that their children are generally happy in a school which has high expectations and where the teaching is good. The inspection largely confirms these views, though it found that, despite some good and very good teaching, the quality of teaching was sound overall. The inspectors disagree with the significant minority of parents who do not feel that their children get the right amount of homework. Homework is clearly laid out and adhered to and older pupils are given research tasks. This is satisfactory provision, though some tasks lack challenge. The range of extra-curricular activities is somewhat limited, but over the year it is deemed as satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher, who has been in post for three years, is providing very good leadership and giving clear direction for the school's improvement. Governors, staff and parents speak very positively about the many improvements since her arrival, including the development of a strong, mutually supportive staff team. She has a clear vision, which includes providing the best support and broad education for all pupils, achieving the highest possible standards and developing the indoor and outdoor environments so all respect and are proud of their school. The school aims are being revised, having consulted with the pupils for their ideas. The school is working positively to achieve its current aims and there is a shared commitment to, and good capacity for, raising standards. There have been significant improvements in leadership and management since the last inspection.
52. The effective senior management team, comprising headteacher, two deputy headteachers and three senior teachers, meets fortnightly and undertakes a number of valuable activities. These include monitoring pupils' written work, helping to formulate the school development plan and dealing with the new performance management requirements. Each curriculum subject has an identified co-ordinator, apart from design and technology. Co-ordinators are all developing a good understanding of their role and associated responsibilities, and support colleagues well. They develop useful

policies and schemes of work, monitor planning and use their budget allocation to order appropriate resources. However, few have had the opportunity to observe lessons so far. They are invited to attend meetings of the senior management team when pupils' work in their subject is being monitored.

53. The leadership and management of the special educational needs aspect of the school's work is good. The co-ordinator is experienced, knowledgeable and organises the provision effectively. She provides valuable support for colleagues. The policy statement is clear and informative, though teachers would benefit from more guidance on devising individual education plans. The governor with responsibility for special needs has considerable personal expertise, visits the school regularly to work with pupils and is very well informed about current practice and developments. The school regards the development of its provision for pupils who have special educational needs as a high priority, and this is reflected in current innovations and clear plans for further improvement.
54. The headteacher undertakes a number of appropriate monitoring activities. These include observing in every class and providing feedback, analysing half-termly planning, checking teachers' assessment files and pupils' work samples – the latter with the senior management team. As a result of these activities, the headteacher has a good understanding of the strengths and issues requiring improvement, and planning has improved, being more focused with clearly identified learning objectives. The headteacher also analyses pupils' performance data, which informs the school's target setting, but she recognises that this activity needs refinement and further involvement of others.
55. The effectiveness of the governing body is satisfactory overall. The governors are very supportive of the school and fulfil their statutory duties. The committee structure is well established, and the chairpersons of the committees are well informed and very effective. Governors' visits to the school are now more focused as many of them are attached to specific year groups. Many governors are aware of the school's strengths and weaknesses, and are very pleased with the many developments the new headteacher has initiated. They each have a copy of the school development plan, but at present are insufficiently involved in both the formulation of the plan and the monitoring and evaluation of progress towards the targets.
56. The school development plan is a comprehensive and well-structured document. A staff training day raised issues for development and the senior management team drew the suggestions together. The targets are fully appropriate, and success criteria are noted with space for termly monitoring. At present the plan is only for the current year and it does not provide an overview to show which are the main targets and which are maintenance issues. Expenditure is correctly related to priorities identified in the school development plan and a prudent surplus is maintained.
57. The school has a hard working teaching staff, many of whom have been appointed in the last few years. The school has experienced problems in the recruitment of staff and currently has three teachers from abroad, who are on temporary contracts. Despite these difficulties, all subjects of the curriculum are being effectively led, apart from design and technology, and the requirements of the National Curriculum are met. Newly qualified teachers are allocated a mentor and receive good support from colleagues, though there is no formal induction programme. Similarly, other teachers new to the school report that the support and guidance they receive is very helpful. In-service training is appropriately determined by the school development plan priorities, individual staff needs and performance management reviews. Job share arrangements in the

reception classes work well because teachers plan very carefully to ensure they know exactly what children should be learning. Teachers are complemented well by a strong team of support assistants who are very effective and well trained.

58. Other members of the non-teaching staff are all valued members of the school team. School administration is highly efficient and good systems are maintained. All recommendations in the most recent audit report have been addressed. The school seeks to obtain best value for money when purchasing equipment or services. It is also beginning to evaluate financial decisions against the impact on pupils' attainment. Any grants have been used for their designated purposes. Good use is made of information technology for record keeping and financial analysis.
59. The adequacy of the accommodation for teaching the curriculum is good overall. The large premises have been the subject of considerable improvements over the past few years. Unused cloakroom areas have been successfully converted into a resource room, an additional area for reception class pupils and a computer suite. The recently improved library, special needs room and the 'Quiet Place', together with the existing provision of specialist rooms such as a music room and cookery room, all add to the good facilities for the pupils. The redecoration programme is also having a beneficial effect and almost all classrooms have been decorated and have new furniture and curtains. The good displays of pupils' work throughout the school and provision of plants all add to the quality environment which is being created. The buildings are very clean and well maintained by the caretaker and cleaners. The outdoor playgrounds have been improved with picnic benches, the planting of flowers and the inclusion of a covered seating area. The downstairs office area will be a significant improvement once completed. The reception classes have no direct access to their outside area and the school has no playing fields.
60. The adequacy of learning resources overall is good. Resources have been enhanced recently, with many new acquisitions for most curriculum areas, particularly computers, and English and mathematics resources for the national strategies. This represents a good improvement since the last inspection. Currently some of the nursery equipment needs updating and there are insufficient artefacts for geography and religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve the work of the school, the headteacher and governors should:
- (1) Raise standards in English, mathematics and science across the school by:
- providing more planned opportunities in all subjects for pupils to develop their speaking, comprehension and independent writing skills;
 - developing pupils' numeracy skills through other subjects;
 - extending the pupils' understanding and use of scientific vocabulary, enhancing their reporting skills and developing their scientific investigative skills; and
 - using the results of assessment to inform planning.
- (see paragraphs 2, 4, 7-10, 21, 28, 44-45, 74-79, 82, 92)
- (2) Improve the quality of teaching in classes where there are weaknesses by:
- developing the teachers' understanding of all aspects of the National Curriculum, including design and technology in Key Stage 2;
 - ensuring the school's good systems for managing pupils' behaviour are consistently applied by all teachers;

- raising teachers' expectations in all subjects about what pupils can achieve; and
- matching learning activities more closely to pupils' differing abilities.

(see paragraphs 14, 21-24, 78, 86, 94, 105, 107)

(3) Use their best endeavours to improve attendance and punctuality.

(see paragraph 18)

(4) Seek ways of involving parents more in their children's learning.

(see paragraphs 47-50)

62. In addition, the headteacher and governors should also consider the following weaknesses, which are not included in issues for action:

(1) Review the organisation of the curriculum in the foundation stage, so there is a better balance between teacher-led and self-chosen activities; and

(see paragraphs 28, 63, 71)

(2) Develop systems so the governors are more closely involved in monitoring and evaluating the work of the school.

(see paragraph 55)

(3) Improve the resources for geography and religious education, and renew some equipment for the nursery.

(see paragraphs 60, 109, 131)

(4) Extend the use of information and communications technology across the curriculum.

(see paragraphs 27, 94, 118)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	31	53	7	0	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	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	396
Number of full-time pupils known to be eligible for free school meals	0	98

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	4	152

English as an additional language	No of pupils
Number of pupils with English as an additional language	78

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	57
Pupils who left the school other than at the usual time of leaving	84

Attendance

Authorised absence

	%
School data	8.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	25	35	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	24
	Girls	21	28	31
	Total	36	43	55
Percentage of pupils at NC level 2 or above	School	60 (59)	72 (65)	92 (71)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	22	22
	Girls	21	26	26
	Total	33	48	48
Percentage of pupils at NC level 2 or above	School	55 (63)	80 (61)	80 (55)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	26	22	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	22	24
	Girls	20	20	20
	Total	44	42	45
Percentage of pupils at NC level 4 or above	School	92 (55)	88 (49)	94 (51)
	National	75 (55)	72 (69)	85 (&8)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	19
	Girls	16	19	20
	Total	31	39	39
Percentage of pupils at NC level 4 or above	School	65 (53)	81 (57)	83 (64)
	National	70 (68)	72 (69)	83 (64)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	15
Black – other	10
Indian	18
Pakistani	8
Bangladeshi	3
Chinese	2
White	265
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	21:1
Average class size	26

Education support staff: YR– Y6

Total number of education support staff	21
Total aggregate hours worked per week	400

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	68

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	815681
Total expenditure	875994
Expenditure per pupil	2086
Balance brought forward from previous year	25791
Balance carried forward to next year	61629

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

422

Number of questionnaires returned

179

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	49	3	3	1
My child is making good progress in school.	35	51	9	3	2
Behaviour in the school is good.	27	50	17	3	3
My child gets the right amount of work to do at home.	18	46	20	13	3
The teaching is good.	39	47	9	3	2
I am kept well informed about how my child is getting on.	23	41	27	8	1
I would feel comfortable about approaching the school with questions or a problem.	41	39	10	7	3
The school expects my child to work hard and achieve his or her best.	39	50	8	1	2
The school works closely with parents.	16	51	21	8	4
The school is well led and managed.	30	52	8	4	6
The school is helping my child become mature and responsible.	25	59	10	3	3
The school provides an interesting range of activities outside lessons.	15	39	21	12	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Since the previous inspection, the school has maintained the quality of its provision for its youngest children. The nursery and reception classes are attractive, lively settings for learning, and this enables all the children to make sound progress. The nursery has places for 52 three and four year olds, attending on a part-time basis. Children join one of the two reception classes in the September prior to their fifth birthday. Work planned for all these children takes good account of the recommended areas of learning for the foundation stage, though the reception staff are still seeking the best way to strike an appropriate balance between teacher-led and self-chosen activities. As a result, the nursery has particular strengths in nurturing children's personal, social and emotional development, whilst the reception classes place a greater emphasis on developing early skills in English and mathematics.
64. Children join the nursery with a wide range of skills, but their overall attainment is average. There are a few higher attainers, who already have good skills and are confident in their learning. A significant minority, however, have weaknesses in their personal and social development and communication skills. A few of these are at the early stages of learning English as an additional language. Most of the children are on course to reach the expected standard by the time they join the reception year, but only about half of them stay on at the school. Teaching and learning in the reception classes build successfully on the sound start made in the nursery. The emphasis of the curriculum changes, with more focused time for literacy and numeracy, but the children are still given opportunities to learn through play. Most of these children are on course to reach the expected standard in all areas of learning by the time they enter Year 1, but a significant minority are unlikely to reach it, and few will exceed it. Overall, therefore, attainment is below that expected nationally.
65. The quality of teaching in the foundation stage is sound in all areas of learning, with a number of strengths. As a result, the children achieve satisfactorily and develop good personal and social skills. Staff have very good relationships with the children, which are evident in the way they interact with them both in group and individual activities. For example, an adult working with children in the nursery role-play area prompted even the most reluctant child to discuss colours and count pieces of pizza as they made a meal. Staff plan interesting activities, such as the work in reception about fresh fruits, linked to the book 'Handa's Surprise'. The children enjoyed the story, learned reading skills such as predicting what might happen next, and then found out about the fruits when helping to make a fruit salad. In both nursery and reception, skilful questioning of children helps them to explain what they are learning and to develop important communication skills. In the nursery, a wide range of self-chosen activities provides the basis for learning. In reception, whole-class sessions, often for literacy or numeracy, can last too long. As a result, the children become restless, and lower attainers, in particular, are not sufficiently engaged in learning. Good procedures to assess the attainment and progress of individual children are a strong feature across the foundation stage, and these inform future planning. In all classes, the staff work well as a team, and their consistent approach supports children's learning well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

66. Children in the nursery make good progress in this area because there is good teaching with an emphasis on enabling the children to become confident, independent learners. There are consistent routines and expectations, which the children understand, and so behaviour is good. A supportive environment helps all the children to feel secure, and so they can express their thoughts and feelings. Children are encouraged to play and learn together, as seen in outdoor play when they made a 'train' from large plastic blocks. The interesting range of activities develops children's personal skills. It was not unusual to observe children concentrating on a task for an extended period of time, at the computer, in the role-play area or using construction kits. In the reception classes, children make sound progress in this area. They concentrate for longer periods of time, for example during the first part of numeracy lessons. They settle well to activities and co-operate with others, though some of the tasks are too structured to encourage initiative and independence. Two lower attainers showed their increasing independence when they played in the 'café' for an extended period. The children are well behaved, and staff use praise to reinforce good work and sensible behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

67. Planned and spontaneous discussions encourage children to listen and to talk about their daily experiences. For example, outdoor play in the nursery provided adults with opportunities to talk about going over, under and through a piece of equipment, which consolidated the children's understanding of the language of direction. In the reception classes, a focus on full, half-full and empty prompted valuable discussion during water play. Most children show growing confidence in speaking to one another and to adults. Children make good progress in acquiring early reading skills. They enjoy stories, which are always read expressively. Higher attainers in the nursery have a good grasp of how books are organised, and can 'read' them using the pictures as prompts. In the reception classes, most of the children have made a good start as readers. Many recognise letter sounds, including 'sh' and 'ch'. Higher attainers read simple books fluently, though lower attainers are still some way from linking the few words they are able to read to the story. All children have a confident approach to their reading. In the nursery, many children are beginning to realise that they can write, and some take great delight in writing their 'name' on pieces of work. Higher attainers write their invented script in small notebooks showing that they understand the purpose of writing. In reception, only a few higher attainers are writing simple sentences, but most children can write their name clearly, and copy under script.

MATHEMATICAL DEVELOPMENT

68. Opportunities for counting, sorting and matching are planned effectively within the nursery curriculum. Most of the older children can count to 10 and recognise the numerals. In their work, children develop a range of mathematical vocabulary, for example recognising quantities in their sand and water play. Staff encourage children's mathematical development by intervening in their play, such as comparing building block towers that are taller or shorter than the children. The children learn number rhymes and songs, which reinforce their skills. In the reception classes, numeracy lessons cater well for the range of attainment. Children learn how to count on, for example from five to eight, and this skill is carefully taught, using concrete examples. Higher attainers can carry out calculations with numbers to 10, adding and taking away,

and are beginning to record their work. They have a firm grasp of the order of numbers to 10, being able to identify the number after eight or before six. Lower attainers are still at the early stages of matching and counting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

69. A range of interesting topics helps children to make sound progress in this area. For example, in the nursery, the children were thinking about 'farms', and they knew about farm animals and what farmers do. However, too few opportunities were available for children to examine things closely, asking questions and describing their findings. The children make a range of products, such as the card and cotton wool sheep seen during the inspection, but they are not always encouraged to be sufficiently independent in their making. All children use the computer, and most know how to use the mouse to control simple programs. In reception, children continue to study a range of topics. In the current term, these are imaginatively linked to a series of good books. For example, during the inspection, 'Handa's Surprise', a book set in tropical Africa, provided a rich set of experiences for children to learn about climate, how people live in other parts of the world, and tropical fruits. Most knew that plants grew from seeds in the fruits, and the fruits grew on the plants. Previously, 'The Very Hungry Caterpillar' had enabled the children to learn about the life cycle of a butterfly. Children use the computer confidently to 'paint' pictures. Other planned activities enable children to gain some knowledge of past events, celebrations, and of the need to look after the environment.

PHYSICAL DEVELOPMENT

70. Children make sound progress in this aspect. The nursery outdoor area provides adequate facilities for play with wheeled toys and other equipment, though the lay-out does not promote circulation, and the covered area is limited. Some of the equipment is past its best. Most children show the agility and co-ordination expected for their ages, for example when playing confidently on climbing equipment. The reception children have no easy access to an outdoor play area, and this restricts the opportunities for their physical development. Nonetheless, the children have their own play area at break times, which includes a climbing frame. They also have physical education in the school hall, which is somewhat daunting for some of the children. Most children can follow instructions and perform a series of movements with the expected control. Staff join in, demonstrate the skills well and give children the confidence to participate. A good range of activities in the nursery helps children to develop their hand control with pencils, scissors and tools. This continues in reception, though a few lower attainers have weak control of pencils, which hinders their writing.

CREATIVE DEVELOPMENT

71. Children make sound progress in this area, though activities in the reception classes provide fewer opportunities for creative development than in the nursery. The role-play area in the nursery attracts many of the children. During the inspection, laying the table, cooking, and persuading some of the more reluctant 'children' to eat their food were popular activities, often well led by adults. These provided good opportunities for children to develop their speaking skills and to be imaginative in their play. Likewise in the reception class, the cafe provided opportunities for being the chef, writing orders, and clearing away after a busy day. In all classes, children have a range of opportunities for art and craft, though these can be too adult-directed. Songs and rhymes are part of each day. The children particularly enjoy songs with actions, and they learn to play a variety of instruments.

ENGLISH

72. The results of the 2000 national tasks and tests for Year 2 pupils were well below the national average for both reading and writing. Compared with similar schools, results were well below average for reading and below average for writing. Results in both subjects show some improvement from the previous year. National test results in English for Year 6 pupils were above the national average and well above those of similar schools. These results showed a steep rise from the previous year and exceeded the agreed targets. There was no significant difference in the results of boys and girls and it is recognised that this was an unusual group of pupils; class numbers were small, pupils were well supported by good teaching and parental help, and there were fewer than average pupils with special educational needs.
73. Although there is a wide range of ability, inspection evidence indicates below average attainment by pupils currently in Years 2 and 6, with less pupils at the higher level 5 in Year 6. Factors influencing attainment in Year 6 include the number of pupils with special educational needs, the high incidence of pupil mobility, including some of the higher-attaining pupils leaving at the end of Year 5 for the independent sector, and teacher turnover. Pupils of all abilities achieve satisfactorily overall across the school, and in some lessons they achieve well. Pupils with English as an additional language make sound progress, both when working with a visiting specialist teacher and in class when supported by learning assistants.
74. Most pupils listen attentively in lessons, though some find doing this difficult. However, speaking skills vary greatly. While some pupils are articulate, confident speakers, many have more limited vocabulary and lack the confidence or skills to articulate their ideas fluently. Standards of listening are average, but speaking skills are below average. Technical vocabulary is emphasised in most subjects, with key words often displayed in classrooms. For example, in Year 1, words associated with the pupils' study of fruit and vegetables are displayed, while in Year 2, names and parts of vehicles help the design and technology topic. In many rooms, mathematical vocabulary and key words for Year 5's science study of electricity and Year 6's study of rivers are helpfully displayed. Opportunities for speaking and listening activities include discussion times, preparing questions to ask a visitor in Year 1, group discussions such as in Year 4 to create a rap in music, delivering a prepared speech to the class in Year 5 and orally reviewing a book in Year 6. However, there is insufficient planning for speaking and listening activities to ensure the systematic development of pupils' skills, with awareness of different purposes and audiences.
75. Standards in reading for Year 2 and Year 6 pupils are average, as at the time of the previous inspection. In a very good lesson, Year 1 pupils learnt about the features of non-fiction and many understood the meaning of such words as contents, index and glossary. Higher-attaining pupils in Year 2 read fluently, with expression, and know associated vocabulary such as author and illustrator. Secure phonic knowledge helps less fluent pupils read unfamiliar words. Parents are encouraged to hear their children read at home and this has a positive impact on standards. By Year 6, the higher-attaining pupils read challenging texts fluently and discuss their favourite authors, justifying their opinions well. However, some pupils have not read a wide range of books and find it more difficult to articulate their opinions. Group reading takes place in most classes, but opportunities to read aloud to an adult are limited. Most classrooms have a satisfactory range of reading material, though a few are under-resourced. However, books are generally not displayed in a way that engages the pupils' interest.

76. The standard of handwriting has improved significantly since the last inspection. Pupils learn to join their letters in the youngest classes and by Year 2, many have developed a neat, cursive style. Most pupils take pride in the presentation of their work, though there are still some whose written work is too untidy. Regular lists to learn and good phonic teaching improve pupils' ability to spell, which is sound. The emphasis on punctuation and grammar in the literacy strategy is providing pupils with appropriate skills. The provision of group targets for writing in the infant classes and individual targets in most junior classes is very helpful. There is a satisfactory range of writing undertaken throughout the school. In Year 2, pupils' work includes imaginative stories, instructions, poems and factual writing about famous people in history. In Year 6, the range includes biographies, newspaper reports, persuasive writing and arguments for or against an issue. However, there is little evidence of any extended writing in any year group. While higher-attaining pupils use imaginative language and a variety of styles, many are still not able to do this. In a number of classes there is over-reliance on a published scheme and associated worksheets, which limits opportunities to write freely. Older pupils plan and draft some of their writing, but there is little evidence of pupils engaging in the full writing process. Overall, standards in writing by Year 6 are below average.
77. Opportunities to develop pupils' writing skills through other subjects are limited in some classes, again by the use of worksheets. However, some good poetry in Year 4 resulted from both history and geography studies, and factual writing, sometimes following research, is undertaken in a number of classes. Pupils are beginning to use ICT effectively to support their writing. Year 6 pupils had the valuable opportunity to develop many literacy skills when they were involved recently in a 'Newspapers in Education' project in association with a local secondary school. They kept a diary of the week long activities, which included visiting the local newspaper offices, and they researched environmental issues, using computers to present their findings, having learnt how to set out their work in the correct format.
78. The quality of teaching is good in the infant classes and this is a marked improvement since the last inspection. In the junior classes, it is sound overall, varying from very good to unsatisfactory. Teachers have sound subject knowledge and understanding of the National curriculum. As a result, pupils achieve satisfactorily overall, in relation to their prior attainment, across the school. Very good teaching in Year 4 enabled the pupils to understand the use of paragraphs in non-fiction texts and the tenses of verbs. Resources were well prepared and used. A lively approach, sustained pace and activities at suitable levels of difficulty ensured all pupils made good progress. The oldest pupils showed good understanding of the features of explanation texts, and developed their style of writing through very good teaching of compound and complex sentences. High expectations and effective strategies to involve the pupils and reinforce their learning were features of this very good lesson. Lively presentation, probing questions and using every opportunity to reinforce literacy features were very effective in enabling Year 6 pupils understand the formal language used in complicated application forms for passports or vehicle licences. Where teaching was unsatisfactory, or sound overall, but had weaknesses, the activities were inappropriate, the work set was not suitable for pupils of differing ability, no objectives were shared with the class or the plenary did not provide sufficient opportunities to reinforce these. The quality of marking pupils' written work is often very good, referring to the objectives and giving helpful points for improvement. Learning and pupil assistants usually provide very good support for pupils with special educational needs or with English as an additional language. They ensure pupils understand the work being undertaken by the whole class and help them with individual work.
79. The literacy strategy is established successfully throughout the school, though

teachers new to the system are still developing the finer points. The agreed system of assessment and record keeping for pupils' achievement in reading and writing is good and consistently used. This is an improvement since the previous inspection, though there is no formal assessment of pupils' speaking and listening attainment. Many useful and attractive new resources have been purchased recently. The subject is well led by two enthusiastic co-ordinators who are both in the process of following an extended diploma course. They have formulated a very helpful policy, having consulted with all staff. They monitor teachers' planning and have both had the opportunity of observing colleagues teach English, providing useful feedback afterwards. One co-ordinator joins the senior management team in monitoring pupils' work. As yet, they have not been sufficiently involved in the analysis of performance data, which is undertaken by the headteacher. Overall the school has made good progress since the previous inspection.

MATHEMATICS

80. The results of the 2000 tests for seven year-olds showed that overall standards were below the national average, but average when compared to similar schools. The results for eleven year-olds in the same year were exceptional, due to the unusual group. Results here were above the national average and well above the average for similar schools. This year group had fewer pupils with special educational needs than is usual in the school and a number of pupils who performed well above the expectation for their age. Prior to these good results, standards had fallen each year since 1997, but better achievement is now evident. There are several factors that have contributed to this; the introduction of the National Numeracy Strategy has given a clearer focus to lessons and the proportion of good teaching has risen. Booster classes are run for pupils whose current attainment is below average. Pupils make good progress in these sessions, benefiting from the smaller classes and this is further aiding the improvement in standards.
81. At the time of the last inspection standards were judged to be average. Since then, they fell, but signs are now of improvement. However, overall standards among seven year-olds and eleven year-olds are still below the national average, because too many only just reach the expected level and few exceed it. At both key stages pupils, including those with special educational needs, achieve satisfactorily in relation to their prior attainment. Despite this, standards are not higher due to the high number of pupils who join or leave the school, teacher turnover, and the above average number of pupils with special educational needs. Additionally, a significant minority of higher-attaining pupils transfers to private education in Year 5.
82. Pupils receive a well-balanced mathematics curriculum that covers all the required strands of the National Curriculum. An appropriate emphasis is placed on the development of numeracy, but opportunities are missed to consolidate knowledge through work in other subjects; for example, measuring skills and practical work on angles could be reinforced in design and technology lessons.
83. In Year 2, pupils learn to recognise numbers and to place them in the correct order. Pupils can read and write numbers correctly and count both forwards and backwards. They recognise repeating patterns and are beginning to understand place value. By the end of the key stage almost all pupils have a sound basic understanding of number and a good recall of addition and subtraction facts, but many still lack confidence. Pupils name common two and three-dimensional shapes, and most can describe their properties using correct mathematical terminology. Teachers plan work that is well

matched to the range of ability within their class, thus ensuring that knowledge builds on what pupils already know and understand.

84. By the time they leave the school, pupils of average ability are confident with number. The satisfactory achievement at both key stages is due to the sound quality of the teaching and to the well-planned curriculum, which ensures that knowledge is developed systematically. The school has successfully introduced the National Numeracy Strategy and this is increasing pupils' understanding and confidence. However, not all teachers have had the opportunity of training in teaching the strategy and this leads to some inconsistencies in approach. Pupils have a good mathematical vocabulary, which they use well to describe what they are doing. They have a good understanding of place value and some older pupils know their multiplication tables. However, many are not sufficiently secure in their knowledge of these and this leads to unnecessary mistakes. Pupils learn to make sensible estimates and to check the reasonableness of their answer. They understand area and perimeter, and most can calculate them accurately. Pupils can create and interpret data in a variety of graphs.
85. Standards in numeracy are improving because pupils are encouraged to think mathematically. This was well illustrated in a Year 6 lesson on shape, when pupils used their knowledge of factors to predict perimeter. Teachers encourage pupils to know number facts 'by heart', and older pupils of higher ability are able to employ a range of appropriate strategies to solve problems mentally. The standard of presentation is good and most pupils take pride in the appearance of their work. These positive attitudes are a contributory factor in the progress achieved.
86. The quality of teaching of mathematics is satisfactory overall. It is better at Key Stage 2, where over half is good or very good. However, one unsatisfactory lesson was observed. In this lesson the pace of the lesson was too slow with the consequence that pupils achieved too little in the available time. In contrast, the most effective teaching was characterised by a lively, brisk pace and high expectations of what pupils were capable of achieving. This was apparent in a Year 4 lesson on decimal notation. Here the teacher made excellent use of time. She struck a balance between allowing pupils sufficient time to think for themselves and intervening to move their learning forward. Teachers' planning is good. It is a feature of the most successful teachers' planning that they cater well for all pupils, including those with special educational needs, and the more able. In a Year 5 lesson on the use of a protractor, following a clear introduction and a practical activity, higher-attaining pupils were challenged to undertake an investigation that extended their knowledge and understanding. Good use is made of support assistants to help lower attaining pupils.
87. Most teachers have a sound knowledge and understanding of both the subject and the requirements of the National Curriculum. They explain clearly, question pupils effectively and encourage efficient thinking. They are skilful in introducing and reinforcing mathematical vocabulary, so that pupils are able to use it with accuracy and understanding. Expectations are realistic and sufficiently challenging to motivate and enthuse the pupils. Where teaching is particularly effective, there is an emphasis on the importance of using existing knowledge, and of thinking clearly. The National Numeracy Strategy is providing a clear framework for the systematic development of knowledge and understanding and it is implemented well. All lessons contain some good direct teaching, and have an appropriate balance between mental and written mathematics. Lessons have a clear purpose and objective. Teachers mark work carefully, but not all use marking to make it clear to pupils how their work could be improved. Good use is made of resources, such as measuring equipment and number lines, and pupils are taught to use them correctly and appropriately.

88. The co-ordinator offers good leadership and is playing an important role in the continuing development of the subject. Priorities for development are identified and used to formulate an action plan. The effectiveness of the numeracy strategy has been evaluated through lesson observations. The school has recently introduced a computer-based mathematics program. Pupils enjoy working on this, and its effectiveness in raising standards is currently being evaluated. Early indications are that it is having a positive effect. This illustrates well the school's forward-thinking approach and commitment to further improvement. Overall, the school has made satisfactory improvements since the time of the last inspection and is well placed to develop further.

SCIENCE

89. The results of the year 2000 teacher assessments for Year 2 pupils were well below the national average at the expected Level 2 of attainment, and broadly in line at the higher Level 3. Compared with similar schools, the proportion of pupils reaching Level 2 was below average, and the proportion reaching Level 3 was average.
90. Results of the year 2000 national assessments for 11 year olds were above the national average, and well above average when compared with similar schools, at the expected Level 4 of attainment. The proportion of pupils gaining the higher Level 5 was in line with the national average, and above average when compared with similar schools. This represents a significant improvement on the results at the end of Key Stage 2 of previous years, but this was an exceptional group of pupils. Inspection evidence shows that attainment both in Year 2 and Year 6 is below national expectations. This is due to the number of pupils with special educational needs, the high proportion of pupils who join and leave the school, and teacher turnover.
91. By Year 2, pupils put together simple electrical circuits using a battery, and test a range of materials to see if they would conduct electricity. Most pupils understand that switches can be used to break a circuit, and know some of the dangers associated with electricity. They understand that materials have different properties and most can sort them into groups, for example, rough and smooth, natural and man-made. In their work on forces, pupils know the difference between pushing and pulling, and can identify which force operates on everyday objects. In all classes, an emphasis on the investigative aspect of science means that pupils are able to observe and describe their work. Many pupils do not record their findings clearly, though, and need help to make simple deductions. For example, in one Year 2 lesson the teacher explained clearly that it was important to predict whether a material would let electricity pass through it, and to record this prior to testing. Very few pupils did this, preferring to move straight into practical testing. Most pupils start Year 1 with limited knowledge and understanding of the scientific world, but all pupils achieve satisfactorily during the key stage.
92. Attainment in the current Year 6 is below national expectations and few pupils are on course to exceed the expected standard at the end of the key stage. Pupils' skills in planning and carrying out experiments are sound. For example, they can design and carry out experiments to separate particles of different sizes from solutions, and they understand the difference between reversible and irreversible processes. The recording skills of a significant number of pupils are weak, however. Most pupils are clear about the properties of solids, liquids and gases and why they are used in ways that reflect their characteristics. Many pupils use the correct terminology when describing scientific processes, and most understand the importance of fair testing

during enquiry work. Knowledge of life processes and living things is less secure. For example, pupils can explain why a pulse rate increases with exercise but do not understand the importance of oxygen and blood in this process. Pupils, including those with special educational needs and English as an additional language, achieve satisfactorily during Key Stage 2.

93. In the lessons seen, the quality of teaching was sound overall, but pupils' work shows more consistent achievement during Key Stage 1. In the lessons observed, teaching was satisfactory in most, and good in one. Teachers' planning identifies precise learning objectives, which are shared with the pupils at the start of lessons, and often re-visited at the end to see if they have been achieved. There is an appropriate emphasis on practical activities, and teachers make good use of available resources to enable pupils to learn from first hand experience. Lessons are often split into two parts, with a whole class discussion followed by the practical activity later the same week.
94. Teachers generally have a sound knowledge of the subject, which enables them to explain concepts clearly and question pupils carefully, probing their knowledge and understanding. Pupils with special educational needs often have additional adult support. In some classes, teachers rely too much on worksheets for pupils to record their findings, which limits their recording skills. In the best lessons, teachers set tasks to challenge higher-attaining pupils and expect them to extend their knowledge. For example, in a Year 6 lesson pupils revised the concept of classifying and identifying animals using a key. Pupils were set different tasks, and most used their knowledge to design their own key questions to identify different creatures. Teachers generally manage pupils well, even though some individuals can be difficult. Resources are always well prepared and well used, and support assistants make a valuable contribution to pupils' learning. As a result of the sound teaching, pupils' learning is satisfactory across the school. Marking of pupils' work is variable in quality, with some teachers making helpful comments that help extend pupils' understanding, and some simply acknowledging that the work has been completed. Good links are made to health education, and there is sufficient emphasis on health and safety procedures in lessons. Little use is made of ICT for researching topics, data handling, or to record results and produce different graphs.
95. There is a helpful scheme of work, based on nationally agreed guidelines, which supports teachers' planning. Assessment procedures have improved, and teachers use tests to gather information about pupils' knowledge and skills at the end of each science topic. However, not all teachers use this information to ensure that lesson planning is well matched to pupils' needs. Co-ordination of the subject across the school is satisfactory. A revised subject policy provides teachers with good guidance, particularly on teaching science enquiry skills. The co-ordinator has begun to look at pupils' recorded work to gain an overview of standards, but has not monitored teaching and learning in lessons to help identify strengths and provide support for teachers.
96. At the time of the last inspection, attainment and progress were unsatisfactory in both key stages, teaching was unsatisfactory across the school with insufficient use of investigations, and resources were inadequate. The school has made good progress since the last inspection and is well placed to raise standards further.

ART AND DESIGN

97. In the previous inspection, standards in art and design were judged to be about in line with national expectations, although little progress was evident in Key Stage 2 apart

from in drawing. There has been some improvement in Key Stage 2, although achievement is somewhat erratic across the key stage. When pupils are given time to complete assignments and where their skills and techniques are developed appropriately, they achieve satisfactorily. Some good results were evident when groups in Year 5 worked collaboratively to reproduce a Picasso portrait and when Year 2 pupils used chalk to draw some accurate and detailed observations of plants. However, there are several instances when work is not finished, and much that is small scale. Overall, however, standards by the end of each key stage are at the nationally expected level.

98. By the time they are eleven, pupils have experienced using a range of drawing tools. They study and recreate patterns from different cultures and times. For instance, Year 6 design some appropriate Rangoli hand patterns and Year 4 study and carefully reproduce some paisley designs. A range of printing techniques and styles are explored. Year 1 successfully make their own prints from shaping and carving plasticine, and Year 6 work satisfactorily with tessellating patterns. Year 5 pupils achieve well when they practise and record a range of quilling patterns, then select those most appropriate to create one item that becomes part of a very attractive class picture. Their work is further developed when they use the skills to decorate the lid of an Easter box. The results are of good quality and all pupils, including those with special educational needs and English as an additional language, achieve well.
99. The quality of teaching in the six lessons seen was satisfactory overall. It was good in one lesson and very good in another. Overall, pupils' learning is satisfactory. Teachers have all the required resources ready. They clearly explain the task to pupils and demonstrate any techniques and skills required. In Year 1, the teacher had a large demonstration picture ready to show the pupils how to use glues appropriately and how best to fill space when using different textures and materials. In a very good Year 4 lesson, the teacher showed the pupils step-by-step how to create a three-dimensional cube on paper, and so every pupil successfully completed the main assignment. She was not willing to accept first attempts, but sensitively encouraged pupils to improve and refine their pictures. As a result, pupils were pleased with their final results and felt more confident about their skills.
100. The school has improved the range and quality of resources for art and design and they are now satisfactory. A new and enthusiastic co-ordinator has been appointed, but she is inexperienced and is due to attend a relevant course to develop her management skills. The present scheme has an appropriate balance of art and design elements, but lacks focus on three-dimensional work and refers to a limited number of artists and craftspeople. It provides opportunities for pupils to use computers for art projects. The school has identified the need to review and improve the scheme. There are instances when pupils do not have sufficient time to complete their work or to create larger-scale pictures. There is no evidence of pupils' visiting galleries, or artists working in the school.
101. Pupils keep samples of their work in a portfolio, and teachers complete evaluations of all lessons. These will help the co-ordinator to review planning and to monitor standards in the future. Good quality displays around the school show the value attached to pupils' work.

DESIGN AND TECHNOLOGY

102. At the last inspection, pupils were attaining standards below national expectations at the end of both key stages. The inspection evidence is that standards are now at the

nationally expected level by Year 2, but below by Year 6. Although the school now has a better subject curriculum, designing and making skills are taught inconsistently, particularly in Key Stage 2.

103. In Key Stage 1, Year 1 pupils follow a topic on food technology, and apply what they have learned to make and record a planned dish using fruits. In a lesson observed, groups of pupils prepared dishes suitable for either adults, families or babies. Good attention was paid to hygiene, and to safety when handling tools. Pupils achieved well during the lesson. Year 2 pupils design and make moving vehicles. They learn about different parts of vehicles, then design their own models, explaining simple features and drawing basic sketches. Pupils are encouraged to use a minimum amount of tape and to decorate their vehicles attractively. Pupils' achievement, including those with special educational needs and English as an additional language, is satisfactorily across the key stage.
104. In Key Stage 2, pupils are not taught the skills of designing and making products consistently, and standards vary considerably in different classes. In a successful project, Year 4 pupils examine the materials and fastenings of different purses. They plan the order of tasks, and learn the required skills before designing their own purses using scale drawings. In one lesson seen, pupils successfully made their own purses from some quality materials. Older pupils have not developed their designing and making skills sufficiently to be able to put them to use in subsequent projects. Year 5 pupils make musical instruments, but very little emphasis is placed on the design process, and little attention paid to making and joining skills. Year 6 pupils' were making 'shelters'. Their designs were not detailed, and many did not indicate measurements or materials to be used. In one lesson, pupils took very little care to measure materials, or to cut them out accurately. Although they had been taught the correct way of joining wood to make a sound structure in a previous project, they did not apply their knowledge. As a result, the completed models were of poor quality for their ages. Overall, pupils achieve unsatisfactorily during the key stage.
105. The quality of teaching is sound in Key Stage 1, but unsatisfactory in Key Stage 2 because many teachers are not sure what pupils should be achieving and how their skills can be developed. Since the last inspection, the school has adopted a new scheme of work, which follows nationally recommended guidance. Teachers' planning does not yet provide enough guidance for each unit of work. There is no designated co-ordinator at present, and so the necessary support for teachers is not available. Pupils now use books throughout the school to record their designs and evaluations, but assessment procedures are yet to be developed. The school has improved the range of tools and resources available for the subject, and these are now satisfactory.

GEOGRAPHY

106. No lessons were observed in Key Stage 1, but evidence from pupils' work shows that their standards are satisfactory, as at the last inspection. Current work about the seaside has enabled Year 2 pupils to compare their own urban environment with contrasting coastal features, and a trip to Brittany by 'Barnaby Bear' helped them to learn about life in a different country. All this work is well supported by books, photographs and maps, and so pupils can use a range of sources to explore geographical ideas. Pupils' achievements are satisfactory across the key stage.
107. During Key Stage 2, pupils continue to study a range of places and geographical themes, but much of this work lacks depth. Pupils draw on limited sources of evidence, and there is too little emphasis on investigating how the environment affects people and

how people shape their environment. Current work in Year 4 about India, however, is the exception. Pupils have used a good range of sources to compare their own lives with those of people living in India, and have challenged stereotypes. By using photographs and information about an Indian village, they have learnt about the lives of the people and are able express opinions about good and bad features. Displays about India in both Year 4 classrooms are outstanding. In comparison, work in other classes is superficial. For example, most Year 6 work on rivers is a series of factual worksheets and there is too little attention to posing geographical questions about the effects rivers have on people's lives. Because the emphasis on developing pupils' skills and understanding is inconsistent, their achievements are unsatisfactory during Key Stage 2. This represents a decline since the previous inspection.

108. The quality of teaching in the five lessons seen, all in Key Stage 2, was satisfactory overall. It was good in two lessons, satisfactory in two and unsatisfactory in one. In a good Year 4 lesson, the teacher used quotes from residents of an Indian village about the hard and easy aspects of their lives to stimulate discussion amongst the pupils. Skilful questioning, based on very good knowledge of the subject, required the pupils to refer to what they knew, or evidence from photographs, to substantiate their views. As a result, the pupils showed a growing understanding of issues such as the jobs women do in rural Indian society. Lively teaching in Year 6, with imaginative use of examples and activities, helped pupils to deepen their understanding of water conservation. Where teaching was unsatisfactory, or there were weaknesses, the approach was too factually based and the whole-class part of the lesson lasted too long, leaving too little time for pupils to record or investigate. There are weaknesses in some teachers' subject knowledge.
109. The planned curriculum is satisfactory but, where themes are taught, such as weather, they do not develop pupils' skills as well as their knowledge. Co-ordination of the subject across the school is unsatisfactory because teaching approaches are inconsistent between classes. There has been too little monitoring of the quality of teaching and learning for weaknesses to be identified and guidance provided. The overall time allocation is reasonable, but short, weekly lessons provide little scope for work in depth. Resources have been increased, but there are still too few to support some of the topics studied.

HISTORY

110. Only two lessons were observed during the inspection, both in Key Stage 1, but evidence from pupils' recorded work, teachers' planning and discussions indicates that pupils' achievements are satisfactory across both key stages. As at the previous inspection, pupils attain the standards expected for their ages.
111. In Year 1, a very good topic about 'Britain in the 1930s' introduces pupils to a wide range of ways to find out about life in the past. They interviewed a lady who was a child at that time, visited the Clocktower Museum in Croydon to view artefacts and, during the inspection, compared household items from the 1930s with similar ones today. As a result, the pupils have learnt a lot about the period and are developing good skills as young historians. The current Year 2 topic, however, is not as exciting. Although pupils have learnt about a number of famous people from the past, the experience is not so rich because the sources of evidence are more restricted. Useful time lines in both the Year 2 classrooms are helping pupils to understand sequences of events.
112. Throughout Key Stage 2, pupils study historical topics in some depth. Work in Year 3

about 'The Romans' explores many aspects of their lives, and the best of this work encourages pupils to consider varying points of view, such as those that might have been held by Romans and Britons prior to the invasion. Good quality Year 4 work about 'Ancient Egypt' includes using evidence from a painting to deduce information about life at that time, and making attractively decorated clay death masks of Tutenkhamon. Year 5 work about 'The Victorians' focuses well on the considerable changes that took place in transport and industry. An activity using text to find out about Victorian schools, and comparing the findings to the present day, shows that pupils can use historical sources in their investigations. The Year 6 substantial project about 'Ancient Greece' shows that pupils have a growing understanding of the ways in which civilisations in the past affect our lives today. Throughout Key Stage 2, some of the work is too factually based. Whilst building pupils' factual knowledge is important, the best work focuses on the use of historical evidence, placing historical events in a time sequence, and exploring how developments have had a lasting impact.

113. In the two lessons seen, the quality of teaching was good. Good knowledge of the subject, clear learning objectives and skilled questioning helped pupils to make good progress. Both teachers had high expectations of what the pupils could achieve, and the pupils responded by listening carefully and offering their ideas. Co-ordination of the subject across the school is satisfactory. The scheme of work, based on national guidance, supports planning well. Good resources for some topics have a positive impact on pupils' learning.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

114. Standards in information and communication technology (ICT) were judged to be below average in most aspects of the subject in the previous inspection. Overall standards by Year 2 are now in line. By Year 6, however, standards are still below that expected nationally, as pupils have only recently had access to sufficient computers and appropriate software. Throughout the school, all pupils now are achieving well. In the strands of the subject to which they have had regular access, their work is at the nationally expected level and, in some instances, above. For instance, Year 6 completed a research project and produced well-presented information sheets using appropriate graphics, borders, coloured backgrounds and imported scanned pictures, after building up the required skills over time.
115. Across the school, pupils are now building on their skills in using a range of programs and gaining secure knowledge and understanding of the subject. Year 1 pupils learn how to use the mouse, keyboard and tool bar to write in a range of fonts and colours. By Year 2, pupils confidently use the shift, enter and backspace keys to edit text, and they open and close the program independently. In Year 3, pupils add records to a database and then learn how to interrogate the data to extract specific information. They create their own name label using colour and text design. By copying and pasting a picture, Year 5 pupils create attractive designs for wrapping paper. They learn how to change the size of a picture, to lock several versions together, and copy and paste to create a repeating pattern.
116. By Year 6, pupils combine different forms of information appropriately, sort and classify information with help, and control a programmable robot purposefully. They are learning how to use the internet to seek information and send e-mails. They benefited from taking part in a project with the local newspaper, when they learnt a range of new skills and had the opportunity to see the use of new technology in the workplace. All areas of the National Curriculum are covered, but the present Year 6 pupils have not had

enough experience to handle all the programs and processes independently.

117. The quality of teaching in the six lessons seen was good overall. It was good in three lessons, satisfactory in two and unsatisfactory in one. Teachers are secure in their knowledge of the program being used, and two learning assistants are also very confident and offer good support. The necessary materials are prepared in advance, as when Year 2 pupils opened a program into which the teacher had inserted three pictures about 'Space', ready for them to add text captions. Good questioning reinforced previous learning and clear instructions and methodical learning took pupils on well in their understanding. When the teacher had high expectations of achievement and response, pupils learning was extended even further. This was seen to good effect in a Year 1 class when the pupils persevered with a challenging task, until they successfully clicked on shapes and words and moved them across the screen with the mouse. Some effective use is being made of ICT to support learning in other subjects. For example, as part of their geography work, Year 6 pupils used a spreadsheet to record how much water they had used during a week, and then investigate how they could conserve water. The unsatisfactory lesson seen was due to the use of closed questioning and so pupils lost interest. A slow pace resulted in too little time being available for pupils to use the machines and progress in their learning. Generally, pupils are very interested in the lessons, concentrate well and work hard. In one instance, the teacher had provided the pupils with a helpful printed set of instructions, so they could work independently, maximising the learning time. In the best lessons, the more confident and higher-attaining pupils were given an extra task to extend them further.
118. The headteacher co-ordinates this subject, and she has worked hard to successfully acquire the funding for a well-designed and fully equipped computer suite. A policy and detailed scheme of work offer good support to teachers and relevant in-service training has been provided. Teachers will be taking part in the national training programme later in the year in order to further enhance their subject knowledge. Some useful links have been established between the scheme and work in other subjects, but this is not yet fully developed. Each class has access to the computer suite once a week. During the inspection, however, there were few instances when classroom computers were used to reinforce what had been taught during the ICT lessons. This slows learning over time. The school is trialling the use of a specialist program to support basic numeracy skills and Years 2, 5 and 6 pupils are using this at present. A spelling program is available to support pupils with special educational needs. A useful assessment sheet has been introduced and teachers record, at the end of each unit of learning, how well each pupil has performed. This will be used as a starting point when the unit is next covered, but it has not been in place long enough to inform planning yet, or to measure achievement over time. The co-ordinator checks teachers' planning and the completion of the assessment sheets, but teaching has not yet been monitored. The school has very good resources for the subject, and is well placed to ensure pupils soon reach the required standards.

MUSIC

119. From the evidence available, standards are at the nationally expected level by the end of each key stage. In the lessons seen, most pupils' achievement was satisfactory and often good. They enjoyed the active involvement in varied activities, in some cases concentrating well to perform as a class, though at times some pupils became too noisy and disrupted the lesson.
120. The youngest pupils know the difference between high and low notes and sustain a rhythm as they play percussion instruments. In Year 2, pupils are beginning to

recognise different layers of music as they are introduced to a drone below the tune. Year 3 pupils use instruments to create a particular effect, understanding the symbols which denote loud and soft notes. In a good lesson, pupils played instruments to represent the sounds of objects along a road. Their musical score was a plan of a road with the objects along the route. As the pupils played, they showed good awareness of dynamics, playing louder as they approached the object and more quietly as they moved away. Year 4 pupils enjoyed creating four beat raps. All pupils have a weekly singing practice. Year 6 enjoyed performing The Pied Piper last year and the video evidence shows satisfactory two part and solo singing. No Year 6 lessons were seen during the inspection.

121. The quality of teaching seen varied from good to unsatisfactory, and was satisfactory overall. Careful planning, well prepared resources and effective involvement of all pupils were features of the good teaching seen in two Year 5 lessons. The pupils selected instruments to create the mood of words, which they had previously suggested after hearing a piece of music. They concentrated well as they played their instruments, conducted by a pupil and following the 'score' made from their words. The teachers encouraged the pupils to evaluate the results and improvements were made in response to their suggestions. This activity included appropriate literacy links, and a Year 2 class used music as a stimulus for writing stories. Year 5 pupils had designed and made instruments which they used to create sound effects while reading an extract from The Iron Man. Where the teaching had weaknesses, pupils were insufficiently involved, or the pace was rather slow and the objective was not met as the lesson organisation was inappropriate. Overall, the quality of pupils' learning in lessons was satisfactory.
122. There is a specialist music room, which is well presented and equipped with a good supply of instruments. This is an improvement since the previous inspection. The Parents' Association has financed a sound system for the hall and CD-players for the classrooms. Pupils play keyboards and use the tape recorder, but have not yet used computers during music lessons. There are opportunities for pupils to learn to play five different instruments from visiting teachers, and there is a recorder club, which meets once a week. Pupils perform in school during assemblies and at concerts.
123. The subject is very well led by an enthusiastic, knowledgeable co-ordinator. She has prepared a helpful policy and detailed scheme of work, which the staff are finding extremely useful. This is a significant development since the previous inspection and is enabling all staff to teach music lessons with confidence. There is some assessment and recording of pupils' progress, but this is not yet consistent across the school. A few lessons observed during the week were longer than the suggested half hour, which was beneficial as it enabled the pupils to develop their work. Currently there is no portfolio of evidence, nor is there any recorded evidence of pupils' compositions or graphic scores.

PHYSICAL EDUCATION

124. At the time of the last inspection standards were judged to be broadly average. Current standards in the development of games skills are at the nationally expected level by Year 2 and above by Year 6. It was not possible to reach a judgement regarding attainment in dance or gymnastics as little of this work was observed during the inspection week. From a scrutiny of teachers' planning and discussion with pupils, it is clear that physical education plays an important part in the life of the school. Pupils follow a broad and balanced curriculum, which provides a suitable range of experience.

The school is justly pleased with the progress pupils make in swimming. Pupils from Year 2 onwards have the opportunity to swim and, by the time they leave the school, most pupils are able to swim twenty-five metres with confidence.

125. Pupils' achievement in games skills is good. They show good co-ordination and throwing and catching skills are above average. In addition, older pupils show an appreciation of many of the skills necessary to play team games. They understand the principles of marking an opponent and the importance of finding space to be able to receive a pass.
126. The school competes in a range of athletic activities annually at the Croydon Sports, and competes at the Croydon Schools' Swimming Gala. Pupils play competitively against other schools. The school runs both a boys' and a girls' football team, and it is planned to re-establish the girls' netball team in the near future. These opportunities to play sport against other schools are a strength. They not only promote the pupils' social and physical skills, but also help to raise the profile of the school within the local community. Other sports are taught at various times of the year including cricket, basketball and cross-country running. Older pupils benefit from specialist coaching of football and cricket skills.
127. The quality of teaching in the five lessons seen was satisfactory overall. It was satisfactory in four lessons and good in one. Lessons are well planned and organised to ensure that all pupils are suitably involved. Teachers make good use of resources. A particularly successful Year 2 lesson involved pupils working in groups to devise a team game. All pupils were thoroughly involved in this activity and contributed well to the evaluation session at the end. Pupils of all abilities are enthusiastic and have positive attitudes towards PE. This, together with the secure teaching, ensures pupils develop their skills and confidence. Learning overall is satisfactory and sometimes good. Some teaching lacked an emphasis on the development of techniques. This was well illustrated in a Year 6 lesson developing 'batting' skills. More direction on the importance of grip and the correct positioning of the feet would have allowed some pupils to achieve more.

RELIGIOUS EDUCATION

128. The previous inspection report judged attainment and progress to be satisfactory, but with some weaknesses. Current attainment at both key stages broadly meets the expectations of the local education authority Agreed Syllabus. Standards are highest in those aspects of the subject relating to pupils' personal development. This is because the school places emphasis on this. In studying stories from various faiths, pupils are encouraged to relate these to their own experience. In a Year 4 lesson dealing with the Easter story, for example, pupils were asked to consider the feelings of all the principal characters. Another class explored the concept of 'sacrifice' when learning about Lent. Older pupils have studied the lives of influential modern characters, such as Gandhi and Martin Luther King, and considered the beliefs and convictions that shaped their lives. This emphasis on understanding the feelings of others makes a significant contribution towards pupils' spiritual, moral and social development.
129. Work involving learning about religions is not neglected. Pupils learn about Christianity and other major world religions including Sikhism, Judaism, Islam and Hinduism. They not only learn about major Bible stories, but also learn the traditional stories from other faiths. They study and produce work about major religious festivals. By the time they leave the school pupils can outline ways in which the major world faiths are similar and

how they differ.

130. Pupils' achievement is satisfactory at both key stages. The quality of written work is good and pupils take pride in talking about it. Their development of spiritual and moral awareness is consistently good. Currently, the school does not have a pattern of visits to various places of worship in order to develop pupils' depth of understanding. Similarly, the school does not make sufficient use of the diversity of cultures amongst its pupils. This is a potentially very valuable resource.
131. The quality of teaching in the five lessons seen was satisfactory overall. It was satisfactory in four lessons and good in one. All teachers try to relate religious education to pupils' own experiences. A Year 4 class approached this imaginatively through the use of drama. Teachers set high expectations of behaviour, and effort and time are not wasted on the management of pupils. Teachers effectively promote literacy through their use of stories and ensure pupils apply the skills learned in literacy lessons in their writing. However, opportunities for pupils to write at length are missed. Teachers are not helped in their work by the poor provision of resources. There are insufficient artefacts to widen pupils' understanding of other faiths and some that are available are of poor quality. The co-ordinator arranges to borrow from the local authority's resource centre to supplement the provision.
132. Religious education has not been a major focus for development since the time of the last inspection. Nevertheless, during that time the school has successfully maintained standards and continued to develop the subject.