

INSPECTION REPORT

Green Lane Primary School
Worcester Park

LEA area: Kingston-upon-Thames

Unique Reference Number: 102569

Headteacher: Richard Jewell

Reporting inspector: Anthony Tallack
10898

Dates of inspection: 22-25 November 1999

Under OFSTED contract number: 708528

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

© Crown Copyright 1999

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

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. 0171421 6567

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3–11 years
Gender of pupils:	Mixed
School address:	Green Lane Worcester Park Surrey KT4 8AS
Telephone number:	0208 337 6976
Fax number:	0208 337 7023
Appropriate authority:	Governing body
Name of chair of governors:	Nick Harris
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Anthony Tallack, RgI	Art Design and technology Religious education	Attainment and progress Teaching Pupils' spiritual, moral, social and cultural development
Anthony West, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Dennis Maxwell	Equality of opportunity Science Information technology Physical education	Leadership and management Efficiency of the school
Mary Vallis	Special educational needs	Staffing, accommodation and learning resources
Kevin Johnson	English History Geography Under fives Mathematics Music	Curriculum and assessment

The inspection contractor was:

Cambridge Education Associates Ltd

51 St Andrew's Road
Chesterton
Cambridge
CB4 1EQ

01223 578500

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

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1-12

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

13-44

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

45-89

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

90-107

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 108-116

English, mathematics and science 117-150

Other subjects or courses 151-206

PART C: INSPECTION DATA

Summary of inspection evidence 207-211

Data and indicators 212-215

MAIN FINDINGS

What the school does well

- The teaching has been improved recently and is now of good quality.
- The leadership and management are now good.
- Pupils are offered a broad and balanced curriculum of good quality.
- Parents are involved in their children's learning and in the day-to-day life of the school
- Links with the community are good.
- Resources are efficiently used and financial administration is excellent.

Where the school has weaknesses

- I. Standards in mathematics by the end of Key Stage 1 and English and science by the end of Key Stage 2 are unsatisfactory.
- II. Assessment information is not used as effectively as it should be to guide long-term planning or to set targets for pupils.
- III. A small minority of pupils has poor attitudes to learning and disrupts others' progress.
- IV. The management of provision for special educational needs is cumbersome.
- V. Some administrative arrangements for health and safety procedures are out of date.

Through self-evaluation, the school has accurately identified its major weaknesses and has already begun to put appropriate plans in hand to remedy them. The school's weaknesses are outweighed by what it does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The last inspection found that the school had many good features and was set on a clear path of improvement. Leadership was strong, management was effective and there were effective relationships between staff and pupils. There was a shared ethos focused on raising standards and a successful approach to promoting pupils' social and moral development. However, there have been significant changes in staff, including to the senior management team since the last inspection, and this has affected the quality of education and standards in the National Curriculum core subjects adversely. The school has raised standards in information technology, religious education and music, which were key issues for action. However, the post-inspection action plan has not been implemented in all respects. For example, sufficient improvements in the standards of design and technology have not been made and there has not been enough progress in providing for the needs of potentially higher-attaining pupils. Standards of attainment were found to be satisfactory at the ends of both key stages, but this is no longer the case. Attainment is unsatisfactory in mathematics at the end of Key Stage 1 and in English and science at the end of Key Stage 2. There have been recent, significant changes in management and teaching staff that are beginning to have a positive effect: these changes give the school a good capacity for improvement.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B

English	E	E	<i>average</i>	<i>C</i>
Mathematics	D	E	<i>below average</i>	<i>D</i>
Science	E	E	<i>well below average</i>	<i>E</i>

In the National Curriculum tests for 11-year-olds in 1999, the performance of pupils was well below the national average, and well below the averages for schools where pupils come from similar backgrounds. The percentages of pupils reaching the expected level 4 was well below the national average for English, and very low in comparison with schools where pupils come from similar backgrounds. In mathematics, the percentage of pupils reaching the expected level 4 was below the national average and well below the average for similar schools. The percentage of pupils reaching the expected level for science was well below the national average and very low in comparison with similar schools. The percentages of pupils reaching the higher level five was well below the national averages for all subjects. These results represent a considerable drop in standards compared with previous years, and reflect the significant changes in staff between 1994 and 1999. A comparison of the school's trends over the three years 1996 to 1998 with those nationally shows considerable variation in standards across subjects from year to year with a decline in standards in mathematics. When the core subjects of English, mathematics and science are taken together, the standards were broadly in line those nationally. However, over the same period boys outperformed girls and this is the reverse of the national picture. By the ends of both key stages, pupils' attainment in information technology is in line with national expectations and their attainment in religious education is in line with the expectations of the locally agreed syllabus for religious education.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Good
Science		Satisfactory	Unsatisfactory
Information technology		Satisfactory	Good
Religious education		Good	Very good
Other subjects	Very good	Good	Good

The teaching overall is of good quality. In nearly three-quarters of lessons, teaching is good or better and it is very good in one fifth of lessons. Only three of the 77 lessons seen had sufficient weaknesses to be judged unsatisfactory. Teaching quality for pupils under five is particularly strong, with no unsatisfactory teaching; almost all lessons are good or better, a third very good, and some excellent teaching in the Reception year. Overall, there is little significant variation between the quality of teaching at either key stage. All teaching at Key Stage 1 is satisfactory or better. The school teaches personal, social and health social education as a separate subject throughout the school; teaching is good at both key stages, with examples of very good teaching. Teaching at both key stages is very good in music, good in religious education and physical education and satisfactory overall in other subjects. Teachers have implemented the National Literacy and Numeracy Strategies successfully and the quality of teaching is good at both key stages. This is beginning to raise standards in English and mathematics.

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

Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory. Most pupils behave well in lessons and around the school, but there is a small minority of pupils who disrupt the learning of other pupils in lessons.
Attendance	Satisfactory, in line with national norms.
Ethos*	Mostly positive. Most pupils have good attitudes and work hard, but a small minority has poor attitudes to learning and is not sufficiently committed to striving for high standards.
Leadership and management	Very good. The headteacher has clear vision for the development of the

	school and has adopted good strategies for improvement. He is well supported by governors and staff. The roles of co-ordinators for subjects and special educational needs are not sufficiently developed.
Curriculum	Day-to-day administration is excellent. Very good. The school offers a broad and well-balanced curriculum that includes all subjects of the National Curriculum in sufficient depth and very good provision for pupils' personal and social development.
Pupils with special educational needs	Pupils with statements are supported well. Pupils with other levels of need are effectively supported at Key Stage 1, but pupils at Key Stage 2 with behaviour difficulties do not receive enough support.
Spiritual, moral, social & cultural development	Good overall, with particular strength in provision for pupils' moral and social development.
Staffing, resources and accommodation	Good. A significant proportion of the staff is new to the school. Staffing, resources and accommodation make significant, positive contributions to the quality of teaching and the curriculum. The premises are very well kept by the site manager and his team. Good quality displays and an attractive environment promote a good learning atmosphere.
Value for money	Taking into account the quality of the teaching, the recent improvements in progress set against the low standards of attainment, and the costs per pupil, the school offers satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

• **The parents' views of the school**

What most parents like about the school

- VI. Recent all-round improvement
- VII. Approachability of staff
- VIII. Homework arrangements, including parents' involvement
- IX. The information about what their children do in school
- X. The detail of annual written reports
- XI. The values and attitudes transmitted
- XII. Standards of behaviour
- XIII. Help and guidance offered to pupils
- XIV. Arrangements for transfer to the secondary phase
- XV. The school fosters a sense of belonging

What some parents are not happy about

- XVI. Attainment and progress at Key Stage 2
- XVII. Homework arrangements, including parents'
- XVIII. Standards of behaviour of a minority of
- XIX. Insufficient extra-curricular provision

Views expressed by parents were overwhelmingly positive. In most cases, the few negative comments on an issue were balanced by positive comments from other parents. However, there was general agreement on two points. Firstly, there was concern about low standards of attainment at Key Stage 2. Secondly, that there had been significant improvement in the school recently, and since September 1999 in particular. Inspection findings confirm all parents' positive views and their concern over low standards of attainment at Key Stage 2, particularly in the National Curriculum core subjects of English, mathematics and science. The team also found that there has been recent and rapid positive change in the management of the school and that this is resulting in a good capacity for improvement. Homework arrangements were found to be good and that one of the strengths was the involvement of parents. Most pupils behave well in lessons and around the school, but there is a small minority of pupils mostly at Key Stage 2, who lack the self-discipline normal for their age and these pupils disrupt the learning of other pupils. There is less provision for extra-curricular activity than is found in many similar schools.

· **KEY ISSUES FOR ACTION**

In order to meet their aims to improve the quality of the education provided and to raise standards, the governors, headteacher and staff should:-

XX. Raise standards across the curriculum with particular emphasis on English and science at Key Stage 2 and mathematics at Key Stage 1, by:

- (i) strengthening the roles of all co-ordinators so that they provide more effective leadership,
- (ii) improving teachers' subject knowledge in science,
- (iii) providing more opportunities for extended writing in English and other subjects,
- (iv) providing more opportunities for experimental and investigative science, particularly at Key Stage 2,
- (v) promoting better behaviour and attitudes to learning in a minority of pupils,
- (vi) using assessment data more effectively to inform curricular planning and teaching and to set accurate and measurable targets for pupils
- (vii) improving the arrangements for the management of special educational needs.

(paragraphs 8,9,16,18,21,29,30,37,38,39,43,49,50,52,58,59,65,118,121,132,142,144,146,149)

- Complete the action plan arising from the last inspection in all respects.

(paragraphs 35,91)

- Bring the administration of health and safety procedures up to date to ensure compliance with statutory requirements in all respects.

(paragraphs 80,81)

The school should consider including in the governors' post-inspection action plan the following weaknesses:

- The policy and scheme of work for design and technology has not been implemented fully at Key Stage 2.

(paragraphs 171,173,175)

- The presentation of pupils' work is often poor.

(paragraphs 23,24)

- Time is not always used as efficiently as it should be.

(paragraphs 44,54,55,61)

· **INTRODUCTION**

· **Characteristics of the school**

1. Green Lane Primary School serves a large residential area of owner-occupied and council houses built mainly in the 1930s and 1950s. The school lies on the boundaries of three local education authorities and many pupils come from neighbouring Sutton. The local authority does not supply cooked meals and few parents apply for free school meals. Local unemployment rates are low, but the cost of living is well above average and most pupils' families have both parents in full-time employment. Pupils' socio-economic circumstances are broadly in line with national averages.

2. Children are admitted to the Nursery on a part-time basis from the age of three and to full-time education in the Reception class at the start of the school year in which they become five years of age.
3. The school is of broadly average size with 245 boys and girls between the ages of three and seven on its roll. Recently, the roll has risen substantially and there are now two classes for the Reception age group, while there is one each for Years 1 to 6. There are 220 full-time pupils in the Reception, Key Stage 1 and Key Stage 2 classes and a further 50 in the Nursery who attend part-time and are the equivalent of 25 full-time pupils. Most pupils in the two Reception classes were under the age of five at the time of the inspection. Most pupils are of white British origin, although there are 20 pupils from ethnic minorities, 18 of whom have English as an additional language. There are 85 pupils on the school's register of special educational needs, two of whom have statements.
4. Children's prior attainment on entry to the Nursery is generally about average, and average on entry to the Reception class, although the percentage of higher-attaining pupils is low.
5. Since the last inspection, there have been significant changes, which have adversely affected the continuity of management. There is a history of high staff turnover and there have been three deputy headteachers in five years. The present deputy headteacher and one other teacher joined the school in the last academic year: Seven teachers and support staff, including the headteacher and three other teachers have been in post since the start of the current term. Three teachers, including a temporary replacement for a teacher on long-term sick leave are newly qualified. The governing body is relatively new and the chair of governors took up his role at the start of the current academic year. The school has also experienced recent, substantial building work and a consequent re-organisation of teaching space, including the library, information technology suite and music room.
6. During the inspection week, several teachers were away from school for part of the week to attend pre-arranged in-service courses or were off sick and one teacher was on long-term sick leave. In most cases, these staff absences were covered by temporary supply teachers. Over the inspection week, pupils were taught by 17 teachers. This was an unusual and unavoidable situation.
7. The overarching aims of the school are to ensure that every child feels happy and secure and develops independence, and that parents are actively involved in their child's learning and the life of the school. The school has recast its priorities since the start of the current academic year and has set these out in addenda to the school development plan. The new priorities include urgent action to raise the standards of attainment of all pupils by the end of Key Stage 2, the completion of the action plan following the last inspection, more effective use of assessment results to inform planning and the elimination of unnecessary paperwork for teachers.

7. **Key indicators**

8. **Attainment at Key Stage 1¹**

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
For latest reporting year:	1999	17	18	35

8. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	13	16	16
	Girls	15	15	17
	Total	28	31	33
Percentage at NC Level 2 or above	School	80 (76)	89 (94)	94 (94)
	National	82 (80)	83 (81)	87 (84)

8. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	15	16	14
	Girls	16	17	16
	Total	31	33	30
Percentage at NC Level 2 or above	School	89 (85)	95(94)	86 (88)
	National	82 (81)	86 (85)	87 (86)

1 Percentages in parentheses refer to the year before the latest reporting year

1. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
For latest reporting year:	1999	18	14	32

9. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	12	12	11
	Girls	8	9	7
	Total	20	21	18
Percentage at NC Level 4 or above	School	63 (77)	66(63)	56(73)
	National	70(65)	69(59)	78(69)

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	13	12	11
	Girls	14	11	9
	Total	27	23	20
Percentage at NC Level 4 or above	School	84(43)	72 (63)	63 (83)
	National	68(65)	69(65)	75 (71)

2 Percentages in parentheses refer to the year before the latest reporting year

10. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.9
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

10.

11. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
		Fixed period	1
		Permanent	0

12. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	96
	Less than satisfactory	4

12. PART A: ASPECTS OF THE SCHOOL

12. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

12. Attainment and progress

2. At the time of the last inspection, standards of attainment were broadly satisfactory or better in the early years and mainly in line with national expectations for both key stages in the National Curriculum core subjects of English, mathematics and science and most non-core subjects. However, standards in design and technology, music and religious education were unsatisfactory at Key Stage 2 and standards in information technology were unsatisfactory at both key stages.
3. The Nursery is a recent addition to the school, but is already well established and makes very good provision for children under five. Standards have risen since the last inspection. Most children begin their Nursery education in the September after they are three with a few entering the Nursery in January if there are places. Children who will reach the age five during the following autumn term attend full-time in Reception class. There is a part-time Reception class for children whose fifth birthdays are in the spring term. Attainment on entry to the Nursery varies considerably, but on the whole pupils are able to do what is expected of them for their ages. By the time they are five, all attain the expected outcomes by entry to full-time compulsory education in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development. The development of a significant minority of children is better than expected.
4. In National Curriculum tests and assessments for seven-year-olds in 1998, results in reading, mathematics and science were broadly in line with the national picture, but below average in comparison with schools where pupils come from similar backgrounds. Results in writing were well above the national average and above the average for similar schools.
5. In the National Curriculum tests for seven-year-olds at the end of Key Stage 1 in 1999:
 - The percentage of pupils reaching the expected level 2 or above in reading was broadly in line with the national average and a larger than average percentage reached the higher level 3, but pupils' performance in reading was below schools where pupils are from similar backgrounds.
 - The percentage reaching the expected level 2 or above in writing, and the percentage reaching the higher level 3 were both above national averages and in line with results of similar schools.
 - The percentages of pupils reaching the expected level 2 or above and the higher level 3 in mathematics were above the national average and broadly in line with the average for similar schools.
 - There are no tests in science at Key Stage 1, but teachers' assessments indicate that pupils' performance was broadly in line with national averages, but below the average for similar schools.
1. In the National Curriculum tests for 11-year-olds in 1998, results in English, mathematics and science were similar to the national averages, but well below the averages for schools where pupils come from similar backgrounds. A comparison of the school's trends since 1996 with those nationally show considerable variation across subjects from year to year with a decline in standards in mathematics, but when the core subjects of English, mathematics and science are taken together, the standards are broadly in line those nationally. However, over the years 1996 to 1998 boys outperformed girls and this is the reverse of the national picture.
2. In the National Curriculum tests for 11-year-olds at the end of Key Stage 2 in 1999:
 - The percentage of pupils reaching the expected level 4 or above in English, and the percentage reaching the higher level 5 were well below national averages and the averages for schools where pupils come from a similar background;

- The percentage reaching the expected level 4 or above in mathematics was below the national average and well below the average for similar schools. The percentage reaching the higher level 5 was well below averages nationally and for similar schools.
 - The percentages of pupils reaching the expected level 4 or above and the higher level 5 in science were very low compared with the national picture and in comparison with similar schools.
 - Information from the school indicates that the school's performance in all subjects was well below that of similar schools in the local education authority.
1. Generally, pupils are making satisfactory or better progress in most lessons and the work they have carried out during the current school year. However, some pupils at the upper end of Key Stage 2 in particular are not making satisfactory progress because they have yet to adjust to teachers' appropriate expectations for work and behaviour. A significant minority is unable to work with sustained concentration unless directly supervised. This is having an adverse effect on their own progress and of others in the class. A scrutiny of pupils' work carried out in earlier school years shows inconsistent progress and often an insufficient amount of work to make the necessary progress to reach satisfactory standards.
 2. Attainment in speaking and listening at both key stages is satisfactory and sometimes good. Most pupils answer questions or contribute to discussions confidently. At Key Stage 1, pupils enjoy listening to stories and poems, and add their own oral contributions appropriately. More able pupils at the end of Key Stage 2 often speak at length and express ideas clearly, such as when they recommend books to other pupils.
 3. There have been recent improvements in standards of literacy at Key Stage 1, and levels of attainment are now satisfactory overall. There have also been substantial improvements in provision at Key Stage 2, but these have not yet resulted in sufficient improvement in attainment by the end of the key stage and overall standards remain below average. This represents a decline since the last inspection.
 4. Most pupils reach satisfactory levels in reading by the ends of both key stages, and higher-attaining pupils reach above average levels. At Key Stage 1 in particular, the standards achieved reflect the support parents give to the schools' promotion of parent and child reading partnerships. These ensure regular practice, help to encourage positive attitudes to reading. Pupils at Key Stage 2 read competently from a range of texts, for example pupils in Year 6 skim and scan to identify irony in a text. By the end of Key Stage 2, most pupils have satisfactory reference skills and locate information quickly from reference books.
 5. Writing is generally satisfactory at Key Stage 1, but is unsatisfactory overall at Key Stage 2. Teachers have introduced a range of strategies to support spelling, and this is resulting in good progress. Pupils at both key stages often present their work poorly. At Key Stage 1, pupils struggle to write neatly without guidelines. Work in pupils' exercise books often shows a weak grasp sentence, although pupils generally convey meaning clearly. Although the content of pupils' writing is satisfactory overall and frequently good at Key Stage 2, much of the work is untidy and poorly presented. Pupils' use of language is often effective, but they do not write at sufficient length and this is affecting the progress and attainment of all pupils adversely and the higher-attaining pupils, in particular.
 6. Pupils' progress in English is satisfactory at Key Stage 1. Although good levels of speaking commented on in the previous report have been maintained, pupils sometimes lose concentration when listening to introductions to lessons. Systematic teaching of new vocabulary and teachers' insistence on clear answers is helping to make sound progress in developing language skills. Progress in writing is satisfactory, and is good in spelling. The rate of progress in reading is good overall, and higher-attaining girls in particular are making good progress towards the higher levels. Progress through Key Stage 2 is unsatisfactory overall, although the progress observed in lessons and in work over the current term is satisfactory. For example, the percentage of pupils reaching expected levels in National Curriculum tests have fallen and are now below or well below the national average. However, vocabulary continues to grow satisfactorily, listening skills are developing well and pupils engage in

lively discussions. In 1998, reading results improved significantly, but have not kept pace with the rise in national standards. Progress in writing remains unsatisfactory, because of the lack of opportunities for pupils to write at length.

7. In mathematics, the current level of attainment by pupils at the end of Key Stage 1 is below that expected and the proportion of pupils on course to attain average levels in National Curriculum tests is below average. Although pupils in Year 2 currently make satisfactory progress in lessons, staffing difficulties over time have affected attainment and progress adversely in that class. By the end of the end of the key stage, most pupils have a secure knowledge of number facts to 10 and can solve addition and subtraction problems using numbers beyond 20. They count in sequences of 2 or 10, and recognise that 61 is bigger than 54, for example. They use coins to the value of 50 pence and recognise regular two-dimensional shapes. Higher-attaining pupils explore numbers to 100, solve money problems accurately and identify solid shapes such as cone cylinder and sphere. Lower attaining pupils sequence numbers correctly in a number line and practise number bonds.
8. Attainment in mathematics by pupils at the end of Key Stage 2 meets expectations, with pupils working at appropriate levels and a significant majority attaining higher than average standards in their work on number. Pupils are developing a suitably wide range of methods for solving number problems, estimate to the nearest 100 or 1000, understand 'median' and 'range' when handling numbers and find the areas of triangles, squares and rectangles. They measure angles to the nearest degree and use instruments to draw shapes accurately. Higher-attaining pupils investigate rotational symmetry and collect data, which they display in graphs. Lower attaining pupils add and subtract accurately and multiply two digit numbers by a single digit.
9. Progress in mathematics lessons at Key Stage 2 is generally satisfactory and sometimes good, but for many pupils, progress in previous years has been unsatisfactory. For example, in Year 4 a larger than average proportion of pupils does not have a secure grasp of basic multiplication and division facts and in Year 3 almost 30 per cent of the class were seen to be working below their expected levels when learning about halves and quarters.
10. National Curriculum science assessments at the end of Key Stage 1 for 1999 were average. This represents a significant improvement since the previous inspection, when standards were found to be well below national averages. In the 1999 assessments, pupils' performance is similar to the national picture and consistent with inspection findings. In 1998, standards were above average in experimental and investigative science, very high in life and living processes, and in materials and their properties, but were very low in physical processes. The school has since given increased attention to work on physical processes, and attainment is now satisfactory. By the end of Key Stage 1, pupils have satisfactory experimental skills and use equipment carefully, for example to construct electrical circuits. Most pupils make appropriate observations and understand how circuits work. The great majority of pupils uses appropriate scientific vocabulary accurately, have an appropriate knowledge of scientific facts and are aware of relevant health and safety issues.
11. Standards in science at the end of Key Stage 2 in 1999 were well below average, and this indicates a significant decline since the previous inspection. Inspection findings confirm the test results. Pupils' investigation and experimental skills are under-developed and their scientific knowledge is below average by the end of the key stage. Many pupils can recall facts, but only the more able explain their ideas using clear scientific language.
12. Progress in science is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Progress in skills during practical tasks is satisfactory at Key Stage 1, and good in Years 3 and 4 of Key Stage 2, but unsatisfactory in Years 5 and 6. Progress in knowledge is sound at both key stages, although progress in understanding at Key Stage 2, Years 5 and 6, is less well developed. For example, pupils in Years 3 and 4 have a satisfactory understanding of how to set up an experiment that includes testing under controlled conditions and have a satisfactory knowledge and understanding across the science curriculum.

13. Standards have been raised in information technology and religious education since the last inspection and are now satisfactory in both subjects at both key stages.
14. Pupils reach average standards of attainment in information technology by the ends of both key stages, although individual pupils' understanding and skills vary widely from barely satisfactory to very good throughout the school. Most pupils have sufficient skills in using the computer for specific tasks during lessons, but many are not yet as confident as they should be and do not always have secure enough understanding. Higher-attaining pupils generally are confident and have good skills and understanding. Pupils across the range of ability are making satisfactory progress through the school, developing skills and understanding satisfactorily as they progress through both key stages. Higher-attaining pupils frequently make good progress.
15. By the ends of both key stages, pupils' attainment is in line with the targets identified in the locally agreed syllabus for religious education. Pupils show an interest in, and respect for, religious and cultural customs and traditions. By the end of Key Stage 1, pupils are becoming familiar with the common practices, key figures and festivals of Christianity and know about other major religions. By the end of Key Stage 2, pupils have a satisfactory knowledge of the main figures, customs and practices of Christianity, Hinduism and Judaism. Although pupils' limited written work provides little evidence of progress, their discussion indicates that pupils across the full range of ability are making good progress. This indicates improvement since the previous inspection, when pupils' knowledge and understanding were below expectations.
16. From the start of the current school year, the school has made significant improvements in its provision for music and already these are beginning to have a positive effect. Pupils at both key stages are making good progress and in their knowledge and understanding of music pupils reach standards which are better than those in most schools. In musical performance such as singing and playing tuned and untuned instruments standards are similar to those found in most schools. In this subject there has been good improvement since the last inspection.
17. In design and technology, pupils' progress is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Pupils at Key Stage 1 have an appropriate range of knowledge and skills and apply them effectively to their work across the curriculum. However, this satisfactory rate of progress is not maintained throughout Key Stage 2 because the improved policy and scheme of work have not been fully implemented and pupils in Year 6 do not have the range of skills usual for their age. In this respect, progress since the last inspection is unsatisfactory.
18. At the time of the last inspection, standards in history and geography were broadly satisfactory. Standards have been maintained at Key Stage 1, but there has been a slight decline at Key Stage 2. Progress in geography and history is satisfactory at Key Stage 1, and in the earlier years of Key Stage 2, but unsatisfactory by the end of Key Stage 2. Progress is satisfactory in art and physical education at both key stages, and the standards found at the last inspection are being maintained.
19. Progress by pupils with special educational needs is satisfactory overall, but there are variations. The small number of pupils with statements of educational needs makes good progress with well-directed support. Pupils who receive extra teaching support for literacy and numeracy also make good progress. The progress of pupils supported within the classroom is satisfactory although constrained by imprecise targets on individual education plans and lack of time for joint planning between staff. Progress by pupils with behaviour difficulties is unsatisfactory. Their behaviour inhibits their own progress and is impeding the progress of other pupils.

37. **Attitudes, behaviour and personal development**

20. Pupils' attitudes to learning are satisfactory overall. The great majority shows a positive response to teaching throughout the school, are well motivated, keen to learn, interested in their work and participate well in class. There is however, a significant minority that is easily distracted and does not follow the conventions of the class and school. The poor behaviour of this minority is having a negative effect on other pupils' progress and attainment.
21. Behaviour by most pupils is satisfactory, although in the previous inspection it was found to be good in lessons and around the school. Most of the school has an orderly and harmonious atmosphere with the school's policies for discipline and behaviour resulting in a happy, well ordered community. However, a small minority of pupils has yet to adjust to teachers' recently raised expectations of good behaviour and still finds difficulty in maintaining appropriate standards of behaviour throughout lessons. When this is the case, the class as a whole does not make the progress it should. One pupil was excluded for a short period earlier in the school year.
22. Pupils' relationships with one another, with members of staff and with other adults are usually good, apart from the examples of unacceptable behaviour seen during the inspection, when the responses of a small minority of pupils to teachers became disrespectful. Good examples of collaborative work were seen during the inspection, including pupils working well in physical education in a variety of groups and partnerships. Pupils are happy to share equipment and are very careful when handling resources.
23. The personal development of pupils is satisfactory. There are opportunities for pupils to take personal responsibility in the school. For example, they devise class rules, contribute to their annual reports and are able to work as monitors or assist members of staff. Older pupils are given the opportunity to join a residential trip in the summer term. There are fewer opportunities given to younger pupils to show personal responsibility and apart from the completion of homework, few examples were seen during the inspection of pupils working on their own initiative.
24. Pupils are aware of the school's expectations, they are encouraged to devise their own class rules and most respond well to the school's rewards and sanction systems. The great majority of pupils responds well to instruction, are courteous and observe the rules. There was no evidence of bullying during the inspection and this is due to the effectiveness of the school's procedures for handling minor disputes.
25. The majority of pupils with special educational needs have high self-esteem and are well accepted by their peers. Pupils needing to use wheelchairs are treated with consideration. Independence skills are well developed. Pupils who have been identified as having behavioural difficulties are a cause of concern. Their individual behavioural plans are imprecise and it is therefore difficult to test whether they are making satisfactory improvements. Persistent rudeness and inattention and their poorly developed social skills of a number of pupils in Year 5 are detracting from learning.

43. **Attendance**

26. Attendance is satisfactory. It is in line with the national average for primary schools. In the previous inspection, attendance and punctuality were noted as good. The school registers are coded correctly and are marked consistently at the start of sessions. Registration and the first lesson, particularly in the afternoon, are often delayed, because pupils take too long to move from the playground into the classroom. During the inspection, some started ten minutes late and this has an adverse effect on progress. Once the register has been called, pupils settle down quickly to established routines.

44. **QUALITY OF EDUCATION PROVIDED**

44. **Teaching**

27. Since the last inspection, there have been significant changes in the teaching staff. There is a history of high staff turnover in recent years. The deputy headteacher and one other teacher joined the school in the last academic year: the headteacher and three other teachers have been in post since the start of the current term. These factors have had a significant impact on the consistency of the quality of teaching and consequently on pupils' attainment and progress. Three teachers, including a temporary replacement for a teacher on long-term sick leave, are newly qualified. During the inspection week, several teachers were away from school for part of the week to attend pre-arranged in-service courses or were off sick including one teacher on long-term sick leave. In most cases, these staff absences were covered by temporary supply teachers. Over the week, pupils were taught by 17 teachers. However, this was an unusual situation. With the exception of the one teacher on extended sick-leave, all members of the regular teaching staff were observed at work.
28. The last inspection found that teaching was mainly sound and often good with examples of very good teaching, but a few lessons were judged unsatisfactory. There have been significant improvements in teaching quality since the last inspection. Evidence from pupils' work over this term and previously indicates that much of this improvement has taken place since the start of the current school year and is beginning to have a positive impact on pupils' progress, but not yet on levels of attainment.
29. The quality of teaching is good and is making a significant, positive contribution to pupils' attitudes to learning and their progress. In 72 per cent of the lessons observed, the quality of teaching was at least good and 20 per cent of lessons were very good, with an example of excellent teaching noted in the Reception year. Teaching quality for pupils under five is particularly good, with over 90 per cent of lessons good or better and a third very good. Overall, there is little significant variation between the quality of teaching at either key stage. All lessons seen at Key Stage 1 were satisfactory or better. Only three lessons at Key Stage 2 had sufficient significant weakness to be judged unsatisfactory overall, although these lessons too included good features.
30. Teaching of children under five in the Nursery and Reception classes is consistently of very good quality in all the nationally recommended areas of learning. Children enjoy a secure and rich learning environment and are provided with well-structured and well-planned activities suited well to their interests and stages of development. Similarly, reading texts, stories and songs are well matched to children's interest and stimulate their learning and creativity. Teaching methods are appropriate to what children are expected to learn and lesson organisation is good. Questioning is used effectively to promote children's deeper thinking, assess their understanding and to keeping their attention focused on lesson objectives.
31. Teaching at both key stages is good in English, mathematics, religious education and satisfactory in physical education, information technology and history. Teaching of music is mostly by a specialist and is very good at both key stages. Because of the school's timetable, it was possible to observe only a few lessons in art, geography and history, but these observations, scrutiny of pupils' work, teachers' planning and records and discussion with teachers indicate that teaching in these subjects is at least satisfactory. Teaching in science is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. This is mainly because weakness in teachers' knowledge and understanding of the subject results in pupils' errors and misconceptions going uncorrected, and there is also some lack of emphasis on investigational science when teachers plan work for pupils. This is having a negative effect on pupils' progress and attainment.
32. The teaching of literacy is good overall. It is consistently good at Key Stage 1. At Key Stage 2, the teaching is never less than satisfactory, is good in half of lessons and very good in a third. Reading and spelling are taught well and teachers have successfully enlisted the support of parents with homework to help pupils to make progress by extending their work in lessons. All teachers have good subject knowledge and manage the structure of literacy lessons well. However, there are some weaknesses.

Teachers do not place enough emphasis on supporting newly developing writing skills at Key Stage 1 or providing opportunities for pupils at Key Stage 2 to write at length in English and other subjects, or to re-draft their writing. Opportunities for pupils to use information technology in English, such as for word-processing are missed. Generally, teachers do not have high enough expectations of pupils' presentation of work, and handwriting does not always receive the attention it should.

33. The school has embraced the National Numeracy Strategy well. In sixty per cent of the lessons, teaching is good and it is satisfactory in the remainder. The teaching is successful in encouraging pupils to discuss methods of working when carrying out number investigations, and the focus on mental arithmetic is of particular benefit to pupils in increasing their confidence when using number.
34. Teachers of children under five have very good knowledge and understanding of the needs of the children they teach. Teachers' overall subject knowledge and understanding is good at Key Stage 1 and satisfactory at Key Stage 2. Music is taught throughout the school by the co-ordinator. Her subject knowledge is very good and this is enabling pupils to make good and often very good progress. At upper Key Stage 2, teachers prepare themselves well for lessons, but sometimes show insecurity in some specialised knowledge demanded by the curriculum. When this is the case, such as in science, they miss opportunities to extend pupils' thinking or to identify and correct pupils' misunderstandings.
35. In the good and very good lessons, teachers have appropriately high expectations of pupils' work and behaviour. Usually the tasks set and lesson content are carefully matched to pupils' previous experiences and tasks with different levels of difficulty are provided. Teachers assess pupils' progress and understanding effectively through well-directed questioning and monitoring of pupils as they work at individual or group tasks. Teachers use these informal assessments to adjust levels of challenge and to praise and encourage. However, in some otherwise satisfactory lessons, teachers are too tolerant of less than satisfactory behaviour and too willing to accept uncritically work that is hurried, careless or otherwise below the standard of which pupils are capable. Similarly, some marking is over-generous and lacks guidance for pupils on what they need to do to improve.
36. Teachers plan well and focus clearly on specific skills to be taught. Weekly and individual lesson plans are usually of good quality, but there are some inconsistencies between teachers. Long-term planning is satisfactory, but does not take sufficient account of the needs of the individual pupils. The links between long, medium, weekly and individual lesson plans are clear and, in most cases, provide work that enables pupils to learn securely by building progressively on what they have learned earlier. Good links are often made across subjects so that common teaching points can be made or reinforced efficiently. For example, in religious education lessons, teachers draw pupils' attention to the values of major religions to emphasize points made about relationships raised in personal social and health education lessons. Teachers plan the work of classroom assistants well and involve them in detailed planning at a suitably early stage. Lessons in some subjects do not always take place in accordance with timetables, for example design and technology sometimes replaces art, and some subjects, such as history and geography are taught at infrequent intervals. It is therefore difficult to be assured that pupils are receiving sufficient teaching to make satisfactory progress.
37. Most lessons are well organised and use methods appropriate to the ages of pupils and the skills or knowledge to be taught. Teachers generally use resources well to support their teaching and often use familiar teachers' aids such as whiteboards, imaginatively to keep pupils' attention on the task in hand. A feature common to all the good and very good lessons is the efficient use of time to provide a brisk pace of learning and to allot appropriate time to the different elements of lessons, such as the introduction, pupils' tasks and plenary session. When teaching is particularly strong, teachers set short-term time targets for pupils to complete tasks. In some classes at both key stages, time is used unproductively when teachers have to interrupt learning to remind pupils of the school's expectations for work and behaviour. This is in many cases the reason for late starts to lessons as teachers follow up playtime disputes. In a few lessons, activities for pupils are not tightly structured enough to ensure that pupils are always sure of what they are expected to do when not directly supervised; this sometimes leads to inappropriate behaviour and slow progress.

38. Relationships between teachers and pupils are good and frequently very good. Most teachers manage pupils well, including some whose behaviour is challenging. Teachers and other adults in school apply the school's behaviour policy consistently and remind pupils of the school's expectations appropriately. However, a significant minority of pupils have yet to adjust to the school's higher expectations of standards of work and behaviour and continue to respond poorly in lessons either by behaving inappropriately or because they are unable to sustain their concentration for long enough to complete tasks adequately. In some classes, despite teachers' best efforts too much time and energy is spent on managing behaviour at the expense of subject teaching, and pupils do not make the progress they should. In a very few cases, teachers are over-tolerant of less than satisfactory behaviour through a desire to maintain a harmonious atmosphere. When teaching methods are tailored closely to pupils' individual needs and combine brisk delivery, efficient use of time and high expectations of work and behaviour with firm but friendly control, pupils make satisfactory and often good progress.
39. Teachers use homework very effectively throughout the school. They have successfully enlisted the support of parents to help their children to prepare for or extend the work they do in lessons. These homework arrangements are beginning to have a significant, positive effect on pupils' reading, spelling and numeracy in particular, although they are yet to have the desired impact on levels of attainment. Parents also value the guidance they are given on how they can help pupils with topic and projects to be carried out in school. For example, in a design and technology project in Year 6 some intense activity by parents was evident.
40. Pupils with special educational needs are provided with specialised teaching in groups withdrawn for the purpose, additional specialist teaching from an external support service, and some enhanced support in classrooms. The specialist teaching for pupils needing support in literacy and numeracy is good. However, teachers do not always take sufficient account of individual pupils' ability when preparing work for their classes, and individual education plans lack focus. Insufficient time is allocated for joint planning between classroom teachers and support staff and this reduces the effectiveness of meeting individual needs. In some lessons, in Year 5 in particular, pupils with behaviour difficulties do not receive sufficient additional adult support and this limits the effectiveness of the teaching and pupils' progress.
41. The headteacher and deputy have rigorously monitored the quality and effectiveness of the teaching and have identified where improvements are needed. Few subject co-ordinators have yet been able to monitor the effectiveness of the teaching in the subjects for which they are responsible. Additional specialist teaching is provided by an external support service.

59. **The curriculum and assessment**

42. The quality of provision for children under five is good. Children work happily in a secure environment and develop their skills very effectively through the range of experiences provided. Planning embraces all of the recommended areas of learning. Children are very well taught and the progress they make ensures that the majority reaches the desirable outcomes by the time they are five. A significant proportion of children attains higher than expected levels in language, personal and social development and in their knowledge and understanding of the world. Provision of outdoor activities for the under fives in Reception classes is inhibited by the lack of suitable space.
43. The quality of the curriculum for both key stages is good. At the time of the previous inspection the curriculum provided was broad and balanced and, overall, this has been maintained. However, in some non-core subjects, there are discrepancies between the time allocated and the time actually spent on teaching subjects. The recently appointed headteacher is now monitoring the curriculum to ensure that what is taught is in line with what is planned.
44. The curriculum meets all statutory requirements. All National Curriculum subjects and religious

education are taught. The school also provides teaching at both key stages in personal, social and health education as a discrete subject. Pupils are made aware of the harmful effects of drugs. Sex education is taught to Year 6 pupils. Parents are informed about this and invited to discuss any issues prior to the topic being taught in school. Pupils develop appropriate physical and personal skills and are well prepared for the next phase of their education. All pupils have equal access to the curriculum provided.

45. There is good provision at Key Stage 1 and in the early years for pupils who have special educational needs. Provision at Key Stage 2 is good overall, but pupils in Year 5 do not receive enough support in managing their behaviour. Pupils with statements of special educational needs receive very good support at both key stages. Pupils at Key Stage 1 with lesser special needs are well supported by a mixture of specialist teaching and in class support. At Key Stage 2, pupils do not always receive sufficient support, especially for managing challenging behaviour, particularly in practical lessons. Liaison between the co-ordinator and support staff is insufficient to ensure that the best provision is always planned.
46. The previous report identified some weaknesses in curriculum planning, particularly in the non-core subjects. This issue has been addressed and planning throughout the school is now good. Teachers' half-termly plans are firmly rooted in the Numeracy and Literacy Strategies. This enables structured and systematic planning for those subjects. Documents containing national guidance in history, art, and design technology for example are used as a basis for longer-term planning. Teachers' lesson plans are good, showing details of activities and how they are going to be taught. Lesson objectives are usually clear. However, planning does not sufficiently address the needs of the most able pupils in classes. Planned opportunities for pupils to perform music are insufficient and the scheme of work for design and technology has not been fully implemented at Key Stage 2.
47. Procedures for assessment are good and have improved since the previous inspection. School based test results, as well as National Curriculum tests are analysed in order to identify trends. The new system, however, has not been in place long enough to provide clear information about pupils' attainment over time. The headteacher is aware of discrepancies between teachers' assessments and National Curriculum test results and has taken measures to improve the quality of teachers' assessments. For example, portfolios of moderated samples of work are being developed. An evaluation of weekly lessons helps teachers identify issues and plan appropriately for the following week. The practice of completing evaluations is inconsistent throughout the school. This means that not all planning is informed by what pupils need to learn next.
48. The assessment of pupils with special educational needs is carried out conscientiously. However there is a lack of consistency in setting review dates for individual education plans and a lack of clarity in target setting.
49. The school has effectively implemented The Literacy Strategy. This is currently having more impact at Key Stage 1, where standards are improving. The Numeracy Strategy was taken up in 1998 as part of a pilot scheme. This is now well integrated into the school curriculum. Pupils are beginning to benefit from the focus on mathematical skills, and there are clear indications that, although standards are generally low, many pupils are beginning to show better understanding of problem solving strategies.
50. There is less emphasis on extra-curricular activities than in most similar schools, although there are plans to develop them in the spring term. There is a school soccer team and pupils enhance their skills through visits by members of Wimbledon Soccer Club.

68. **Pupils' spiritual, moral, social and cultural development**

51. The previous inspection found that provision was satisfactory overall, but that there needed to be more structure to spiritual provision and better planning for cultural development. The school has made improvements to its provision since the last inspection.

52. The school now provides satisfactory structure in planning for spiritual development through carefully planned assemblies that are linked to religious education and personal, health and social education lessons. Some opportunities are provided for pupils to gain insight into spiritual awareness in other areas of the curriculum, such as contemplation of the natural world in science, for example, but the school does not yet sufficiently identify and plan for such experiences. Assemblies are of good quality and meet statutory requirements for the daily act of collective worship. The practice of providing whole school, key stage and class assemblies and acts of worship is effective. Assemblies have clear objectives and are planned well to a common theme for the week that is followed up consistently by teachers in religious education personal and social education lessons. This enables teachers to reinforce assembly themes by providing additional teaching at a level most suitable for their pupils. Through the religious education curriculum, pupils learn how adherents of major religions express the spiritual element to life. They are helped to identify common themes and issues and how these may be applied to their own experiences.
53. Pupils know right from wrong, but do not always apply what they know to their behaviour in lessons. The school has clear aims and policy to promote pupils' moral development and follows them consistently. Parents support the school's values. The "Golden Rules" prominently displayed in public areas make clear to pupils the school's expectations for moral behaviour based on consideration for others. Expectation of good moral behaviour pervades the school and adults set good examples to pupils. A major strength of provision is the well-planned and structured personal, health and social education curriculum that provides a programme of planned, timetabled lessons. These provide excellent opportunities for pupils to reflect on and consider their feelings and emotions and how they affect their relationships with others. Through active participation in framing rules for the class or the school, pupils develop secure understanding of the importance of rules and codes of conduct for the happiness of all and are helped to understand their personal responsibility.
54. The personal, health and social education also provides a secure framework for promoting pupils' social development. Good relationships, co-operation and collaborative working are values implicit in the school's day-to-day life. Satisfactory opportunities are provided for pupils to contribute to the smooth running of the school. These range from younger pupils taking registers and messages to the office to Year 6 pupils taking responsibility for carrying out lunchtime arrangements such as the collection and return of lunchboxes between classrooms and dining hall and for working overhead projectors and tape recorders in assemblies. Pupils in Year 6 are also responsible for administering the house point system for Key Stage 2. Pupils in other years have responsibilities for carrying out routine jobs in classrooms. Opportunities for pupils to make social contact through extra-curricular activities are few in comparison with similar schools, but there is a football team that competes against other schools, and pupils in Year 6 have the opportunity for an annual residential visit. Pupils are helped to develop a sense of citizenship through participation in a range of activities to improve the local environment and the many awards and certificates of recognition are proudly and prominently displayed. Pupils' sense of community is enhanced by close links with Wimbledon Football Club.
55. Planning for pupils' cultural development is good in music, where pupils listen to and appraise music from a wide range of cultures and styles that reflect the cultural diversity of modern Britain. For example, during the inspection week lessons or assemblies included Latin American, Early English, West Indian, pop, country and western and classical music. In art, younger pupils' awareness of different cultures is promoted well through study of African textiles or decorative techniques associated with religious festivals such as Diwali, for example. However, art does not enhance older pupils' awareness of a wide enough range of traditions and cultures through the study of art and artists, because of an over emphasis on the study of a narrow range of late nineteenth and early twentieth century painters. Teachers provide a satisfactory range of reading materials to increase pupils' knowledge of other cultures. Religious education lessons on Hinduism and Judaism include good information on the cultural contexts of religious observance and promote pupils' respect for differences in both culture and belief. Pupils with ethnic minority backgrounds are valued for the contributions they make to all pupils' awareness of cultural differences and how ethnic minorities enhance modern life. For example, in one class pupils reflected on how the emphasis placed on numeracy by modern south-east Asians positively affects the performance of pupils from this background in mathematics. Pupils have been on a school residential visit to Paris. The school boasts a French club, but this was not held during the inspection

week.

56. There is a good ethos in the school in which the majority of pupils with special educational needs flourish. The ready acceptance of such pupils by staff and other pupils helps to raise self-esteem and contributes well to the social and moral development of all pupils. Pupils who need special consideration because of sensory or physical impairment are treated with respect and kindness.

74. **Support, guidance and pupils' welfare**

57. As found in the previous inspection, the school continues to look after pupils well. The provision of support welfare and guidance for pupils is satisfactory and the school has a caring family atmosphere that provides a secure environment for the pupils.
58. The arrangements for monitoring pupils' progress and personal development are satisfactory. Records of pupils' performance and progress are noted on their detailed annual reports and targets for improvement are included, as are records of attendance.
59. Parents confirm that members of staff value the pupils and that the school has a very friendly, supportive and caring atmosphere. Pupils' personal and social education continues to be delivered through a planned and detailed curriculum that includes assemblies, circle time, class activities, outside visits and visitors to school, including local church leaders, the school nurse and the emergency services. Teachers take great care in helping children and parents to make the transition into the Nursery and Reception classes. In Year 6, the Key Stage 2 co-ordinator works effectively with parents and pupils by helping them during the selection process and later with the transition into secondary education.
60. Children under five are inducted well into the school and are quickly fully integrated into its day-to-day life and routines. Close contact is maintained with parents and teachers and assistants work effectively and successfully to ensure that children are happy and make good progress. Transition to full-time education at the age of five is smooth and well managed. Liaison between Nursery and Reception staff and Key Stage 1 staff is close.
61. Procedures for monitoring and promoting attendance are good. Registration arrangements comply with statutory requirements, and day-to-day lateness, absence and holidays are regularly checked. The policy for promoting discipline and good behaviour is well thought out and includes appropriate measures for sanction and reward. However, policy is not always consistently applied, and this limits its effectiveness.
62. The school's arrangements for the physical care and protection of pupils including their health and safety are satisfactory in practice, but some of the administration procedures do not comply with current requirements. The school's organisation for child protection, reflects the requirements of the local Area Child Protection Committee, with the headteacher as the designated person, but not all members of staff are fully aware of the school's arrangements and procedures. The school has satisfactory arrangements for the care of pupils who may be injured or ill, with adequate welfare and first aid provision on site. However, the school has not carried out an assessment of first aid provision and there is a shortfall in the number of staff trained in first aid.
63. The school's health and safety policy is allied to that of the local education authority and has been approved by the governing body. The school complies with its responsibilities for dealing with defects on site, incidents and reporting accidents. However, the school does not have an appropriate scheme for the control of substances hazardous to health, nor has it carried out sufficient written risk assessments. A list of minor safety concerns was passed to the headteacher by the inspection team, and the majority of these were rectified immediately.

64. The support, guidance and welfare for pupils with special educational needs are good, with the exception of those pupils with behavioural difficulties. A number of outside agencies contribute positively to meeting the needs of individual pupils and liaise well with the staff. Although there is a broad behaviour policy and welcome support from the Behaviour Support Service, the school has not yet been successful in modifying the behaviour of a number of pupils who give cause for concern.

82. Partnership with parents and the community

65. The partnership between the school, parents and the community is good. The school has continued to develop positive and meaningful relationships with parents and the community since the previous inspection.
66. Parents are provided with very good information about the school, through pupil progress reports, high quality weekly newsletters, regular letters home, the school prospectus, information on specific concerns, open days and curriculum events. The newsletters are of particular note as they contain information on forthcoming curricular events, progress with improvements to the school's fabric, an opportunity to experience the school's new computer suite, details of after school clubs and pupils' achievements, for example.
67. The annual reports on pupils fully comply with legal requirements and provide sufficient information on pupils' progress. Targets for improvement are included, as are pupils' own comments on their achievements. Parents feel that reports are detailed and provide sufficient information.
68. Parental involvement in pupils' learning is very good. With the introduction of pupils into the early years classes, members of the staff put much effort into welcoming parents into a partnership with the school that carries right through to their departure to secondary education. There is effective communication through home/school books, reviews and formal and informal meetings with teachers. Parents are invited into school to meetings on curriculum issues and to see pupils' work and are always made welcome at the school to discuss pupils' progress, annual reports or other issues. The school involves parents with their children's learning through home/school diaries, spellings, reading, mathematics and other work set for pupils at home. At their meeting with the registered inspector, parents felt that homework successfully moved the pupils learning on and that it helped with their self-discipline. The school's efforts to meet the individual needs of their children are appreciated by parents. Parents help in school in classes and with extra-curricular activities, environmental projects and visits. Members of pupils' families have been able to contribute to the pupils' topic work. Partnership with the parents of pupils with special educational needs is very good, with parents fully involved in the reviews of their children's special educational needs.
69. The Friends of the School Association, has been responsible for raising considerable funds for the school and with the organisation of social events.
70. The school has good links with the community, resulting in curriculum enrichment. For example, the school has benefited from its strong links with Wimbledon Football Club, who provide timetabled coaching for pupils and other areas of support for the school. Visitors to the school have included church leaders, the emergency services, artists, musicians, authors, road safety groups, members of the local authority and charities. The school has been very successful in winning several awards for its work on the environment that have been supported by international and local organisations. One teacher reached the regional finals of a national teaching award.
71. The school is also used by other community organisations out of school hours. Pupils have organised events to raise funds and collect for national and local charities.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

72. The recently-appointed headteacher provides very good leadership for the educational direction of the school, and has the inter-personal skills to motivate people and manage change. The governing body is strongly committed to improving the school and has a clear view of priorities that are intended to raise standards. Members of the governing body provide good, well informed and considered strategic leadership.
73. The school has made unsatisfactory progress overall on the key issues identified in the previous inspection. Satisfactory progress has been made in implementing the planning in aspects of school improvement, to raising standards in three subjects identified as below average and in preparing a policy for assessment. However, standards in design and technology remain unsatisfactory, the marking of pupils' work is not done consistently, assessment is not used sufficiently to inform curriculum planning and teaching and provision for the high-attaining pupils has not been improved significantly.
74. Since his recent appointment, the headteacher has identified priorities for school improvement that are challenging and entail long-term management. He is skilled in modern technology, but is not averse to writing notes on the back of his hand so as not to lose an observation. He is working closely with the chairman of governors and the deputy headteacher to revise the current school development plan. The revisions are predicated on the school's vision and mission statements and aims of providing high quality experiences for the pupils that lead to good attainment. Thus the support and monitoring roles of the subject co-ordinators are central to the plan to manage class release time for provision and standards to improve. The members of staff form a strong team that works together well under his leadership. The senior management team makes a significant contribution to agreeing strategies for the management of change. The school has recently made substantial investments to improve resources in information technology. The opportunity to take part in pilot trials for literacy and numeracy required support and investment that has led to some improvements in standards, but this is not consistent.
75. The school's ethos is very good, but is yet to be translated into high standards. Teachers and all adults make the aims and values of the school explicit in many ways. Several members of staff are highly skilled at managing relationships and motivating the children. There are many special times, such as the children's feelings and delight on seeing the Islamic pattern created by their teacher on the computer. However, teachers' expectations for the quality and presentation of pupils' work are not always consistent. The school's usual good management and practice reflect a concern that all pupils, including those with special educational needs, should have equal access to worthwhile activities. There are a few occasions when pupils are withdrawn from assemblies to meet identified needs, and this practice should be reviewed. The special educational needs co-ordinator receives good support from the school management including the newly appointed governor with responsibility for special educational needs. As yet, there is no clear documentation showing the policy and practice of special educational needs within Green Lane School.
76. All the school developments and initiatives are supported carefully to ensure members of staff are confident and prepared. The headteacher has a very good understanding of the daily work of the school, gained through discussion as well as formal monitoring of lessons. The senior management team has put in place good procedures for monitoring provision and standards. These include classroom release time for core subject co-ordinators to evaluate provision. Members of the governing body are well informed through regular monitoring visits and report back appropriately to their committees. The staff and governors analyse test results carefully to monitor attainment and set challenging targets.
77. The process of development planning is good. The staff and governing body evaluate the progress

through the previous year thoroughly and agree new priorities for planned improvements. The governing body prepares the budget carefully to consider the effects of spending decisions. The focus is on improving the quality of provision to help raise standards. Members of the governing body use their visits to evaluate the effectiveness of their spending decisions, for example on the improved play areas and information technology facilities. The site manager provides cheerful and thoughtful oversight to daily routines around the building. With his team, he makes a highly significant contribution to the quality of the school environment.

78. The school meets statutory requirements in almost all respects. The information for parents in the school brochure should be reviewed and brought up to date. The school provides daily assemblies and opportunities for pupils to pray or reflect on their beliefs and experiences.

Staffing, accommodation and learning resources

79. An appropriate number of suitably qualified teachers, including several newly qualified teachers, are employed by the school to cover all aspects of the National Curriculum. There have been significant recent changes in staffing that have affected the continuity and effectiveness of educational provision. A new headteacher took up post this term at the start of the present term; the deputy headteacher is also a recent appointment following a long-term vacancy; several co-ordinators are new to their roles and have little experience in them. Literacy and physical education are being co-ordinated by the headteacher on a temporary basis. The teacher who provides specialist teaching for special educational needs is well qualified. There are some deficiencies in knowledge in some subjects, particularly science.
80. The administrative and caretaking staffs are highly valued, with justification. They contribute significantly to the smooth running and efficiency of the school. Well-trained Nursery and early years' support staff work collaboratively with class teachers and contribute well to learning. Support for a pupil with sensory impairment is good. At Key Stages 1 and 2, classroom assistants are well regarded and hard working. However, insufficient time for teachers to plan work with them and a lack of training in areas such as assessment and behaviour modification reduces their effectiveness. There is no member of staff with qualifications in first aid on duty during afternoon sessions.
81. Procedures for appraisal are in abeyance at present because of the changing circumstances of the school, but less formal staff reviews have been carried out and all teachers have had discussions with the headteacher following observation of their work in lessons. Arrangements for the individual professional development needs of all staff are satisfactory and ongoing, but are in the process of review in the light of monitoring by the senior management team, amendments to the present school development plan and the findings of this inspection. Good arrangements to support all new members of staff include a 'buddy system' and suitable mentoring of newly qualified teachers. Induction procedures instigated by the governors for the headteacher and deputy are impressive. They are currently undertaking training in priority setting. A very comprehensive staff handbook is useful and informative, but identified as in need of revision to meet the changing priorities.
82. Accommodation to meet the needs of the number of pupils and to support the curriculum is very good. This is a significant improvement since the last inspection especially for music and practical activities. The reasons for improvement include the significant new building that has recently been completed, the good use of space and the fact that two-form entry is at present in Reception only. Space will be less generous in the future. Classrooms are large and airy. There is good quality indoor and outdoor provision for physical education. A new specialist information technology room is already enhancing learning. The outdoor space for Reception age pupils is adequate. The school and site are well maintained. Some minor deficiencies, identified after the rebuilding, are being addressed by the contractors. The surface of the new playground is causing some concern and responsibility for the unadopted road outside of the school has yet to be resolved.
83. Resources throughout the school are good with some exceptions. Information technology resources and

the number of reading books throughout the school are strengths. However, instructional texts for English are in short supply, as are resources to stretch the more able. The new central library and its fittings are impressive. It was not possible to make the usual scrutiny of reference books because the library is in the process of re-organisation, but staff report a sufficiency in number and range. There are difficulties in resources for history and geography because of new schemes of work and this insufficiency is affecting standards adversely.

The efficiency of the school

84. The headteacher and governing body have made satisfactory improvements to the efficient running of the school since the previous inspection. The chairman of governors and the headteacher, both recent appointments, meet frequently to discuss forward planning and the associated costs. They are preparing detailed action plans for each priority with resource implications. The school's financial planning is good, with detailed and thorough attention to budget costs. The governors' finance committee sets a balanced budget based on identified priorities about the use of available resources. The focus for recent investment has been the under fives and Key Stage 1. The effect of this investment is good, since the children who are under five make good progress. At Key Stage 1, progress is satisfactory with some clear improvements since the previous inspection, for example in science attainment. The governing body has effective oversight of the finances and budget through regular monitoring of budget statements. It fulfils its strategic responsibility fully for planning the overall use of resources related to agreed priorities. The school has an appropriate carry forward figure.
85. The school has made satisfactory improvements to the provision and quality of resources and facilities since the previous inspection, with a few that are good. There has been a substantial investment in information technology resources, which are beginning to be used to good effect across the curriculum as pupils gain new skills. The playground has had good improvements made to it recently to provide a safe and imaginative play area. The school has further plans to improve the accommodation and facilities as it extends the two-form entry further up the year groups. The teachers are deployed appropriately to classroom responsibilities. The expertise of the subject co-ordinators is used effectively overall, although the influence of the core subject co-ordinators is most effective. The use of the support staff is very good for the under fives, and is satisfactory overall. It is planned to increase the funding for classroom release time for subject co-ordinators. Currently, a small amount of time enables the co-ordinators for English, mathematics and science to monitor provision, and make recommendations for improvements to provision.
86. Earmarked funds for staff training are used effectively. Resources for pupils receiving additional teaching for special educational needs are well chosen and well used, but earmarked funds for pupils with special educational needs are not always used efficiently, because the individual education plans are not sufficiently focused to identify where support should be directed. Staff liaison to plan for meeting the needs of individual pupils is a weakness. There is no formal joint planning between teachers and classroom assistants and opportunities for recording assessment are missed. There is no special needs committee and the special educational needs co-ordinator does not attend meetings where individuals are discussed, although he is made aware of concerns. He liaises well with outside agencies. Support for pupils with behavioural difficulties is not always well targeted.
87. Subject co-ordinators are responsible for purchasing resources but their responsibility does not yet extend to administering and accounting for their own budgets. However, subject co-ordinators prepare their own action plans and thus influence, and contribute their experience to, school developments. The use of learning resources and accommodation is satisfactory.
88. The financial control and school administration are excellent. The school bursar has established clear procedures and routines that are detailed and thorough. The school has implemented the few recommendations of the most recent auditors' report. Arrangements to use the advice of the local authority finance department are good. Parents speak highly of the friendly, efficient quality of school

administration, which was also appreciated by the inspection team.

89. Pupils' attainment on entry to the school is average, and the area that the school serves has average socio-economic circumstances. The expenditure per pupil is average for London Boroughs. Pupils leave the school at the end of Key Stage 2 with attainment that is broadly average over the past four years, though with a significant drop to below average for 1999. Progress is good for the under fives; it is satisfactory at Key Stage 1 and Years 3 and 4, but currently is unsatisfactory at the end of Key Stage 2. The school has focused investment on the under fives and Key Stage 1 where standards are now improving. The investment in information technology facilities is beginning to have a positive effect on attainment across the whole school and in all subjects. Pupils receive good teaching overall through the school, and most pupils' attitudes to work and school life are satisfactory. Taking account of all these factors and that the school is in transition and has a good capacity for improvement, the school is judged to provide satisfactory value for money.

107.
CURRICULUM AREAS AND SUBJECTS

PART B:

107.
LEARNING FOR CHILDREN UNDER FIVE

AREAS OF

90. At the time of the last inspection, the Nursery had only just opened, but was judged to be providing good quality education. Since the last inspection, the Nursery has built well on its strengths and is now well established and makes very good provision for children under five.
91. Children begin their Nursery education in the September after they are three. A small number enters Nursery in January if there are places. All Nursery places are part-time. Children who will reach the age five during the following autumn term attend full time in Reception class. There is a part-time Reception class for children whose birthdays are in the spring term. Youngest children spend five terms in Nursery. Attainment on entry to the Nursery varies considerably, but on the whole pupils are able to do what is expected of them for their ages. By the time they are five all attain the expected outcomes for that age and for some, development is better than expected.

_____ 109. Personal and social development

92. Children enter the Nursery at the levels expected of three-year-olds. They make good progress to reach the desirable outcomes in this area by the age of five. They come to Nursery happily and show their increasing independence by choosing their activity to start the day. Children develop good relationships with one another and share resources well. Three girls chose to use the computer and sustained interest in the program for a considerable time. Most speak confidently to their friends and to adults and are respectful and considerate of others. They use toys and climbing apparatus sensibly when playing outside, and at times engage in some collaborative play. Children show great interest in new stories and choose to look at them unaided in the story corner. Children under five in the Reception class show increased levels of independence. They dress themselves for physical education lessons and put their shoes on the right feet. Children quickly learn the classroom routine and develop the skills necessary and cope with daily school life. Teaching in this area of learning is very good. The staff has created a secure and rich learning environment in which pupils explore their creativity and their relationships in a structured way.

_____ 110. Language and literacy

93. Children have speaking and listening skills that are average for their age when they come into Nursery. They make good progress to reach at least the desirable outcomes by the time they enter Reception class. By the time they are five they know how to use books. They know that pictures and text convey meaning and use an increasing vocabulary to express their thoughts. They begin to anticipate text, for example by saying the final word of line or sentence. Most children recognise their own name. They learn to write by tracing over shapes and by developing their emergent writing in the Nursery 'office'. Reception pupils trace over letters and many make reasonable attempts to write their names independently. Language and literacy are strongly promoted through stories. Nursery staff and visitors read to the children daily and encourage them to respond. Children enjoy looking at books and bring them confidently to adults to have them read. During activities, staff constantly talk to pupils to encourage language development. Children speak in clear sentences and many are eager to share their ideas. Children in Reception classes are learning to recognise letter sounds. They can locate the author and title on the front cover of books, and begin to read simple text. Teaching of language and literacy is very good. Nursery staff plan and provide a good range of activities to promote speaking and listening skills. Structured story times are relaxed and pleasurable for children. Books are carefully chosen for their interest. Teachers question skilfully to sustain interest and to clarify understanding.

_____ 111. Mathematical development

94. Children's attainment in mathematics is similar to that of most three-year-olds when they enter Nursery. They make good progress in Nursery and Reception class to reach the desirable outcomes comfortably by the time they are five. In the Nursery, children learn to match objects one-to-one, for example by sorting pairs of socks to peg on a clothes line. They count objects to ten and learn to recognise objects to twenty. They gain awareness of space, shape and colour. During the inspection for example, children were sequencing the colours of the rainbow. Mathematical language is promoted well and children begin to use terms such as 'long', 'short' as well as 'one more than' when comparing the numbers in a set. In Reception, children sequence numbers and write numbers to 10 and name two-dimensional shapes such as square, triangle and circle. They understand differences in time and link everyday events with night and day. Teaching overall is very good. Teachers' methods and the content of lessons are entirely suited to the ages and abilities of the children.

_____ 112. Knowledge and understanding of the world

95. Children's knowledge and understanding of the world is at the level expected of them when they enter Nursery. They make good progress so that by the age of five, their attainment in this area of learning meets and often exceeds the desirable outcome. Children's natural curiosity is developed well. In the Nursery children control the mouse well to move images on the computer screen. They use construction kits to build models which incorporate wheels and axles. They explore colours in the environment and make collections of red or green objects. Children talk about their guinea pig, and learn how best to look after animals. In circle time they discuss 'Diwali' and learn about Rangoli patterns. They understand the term 'celebrate' and most can talk about something that makes them happy. In Reception, pupils understand that day and night recur. They talk readily about what they do at home. Children extend scientific knowledge by playing with lego, ice cubes, water wheels and pumps. In one lesson, pupils investigated light and discovered that sometimes it shows through materials. Pupils play with dough and cut and stick materials to learn about their suitability for different purposes. Teaching is very good. Resources are carefully managed and made easily accessible to children. Support staff and visitors are very effectively deployed to promote and encourage learning.

_____ 113. Creative development

96. Creative skills are typical for three-year-olds when they enter Nursery. By the time they are five, they have made good progress and most have attained the desirable learning outcomes. Nursery children develop an increasing ability to use their imaginations. They engage in role-play, for example when using the telephone or when being 'typists'. They explore the qualities of sound when playing percussion instruments and sing tunefully when performing songs and nursery rhymes. When painting, they hold brushes appropriately and apply paint with confidence. In Reception, pupils develop more control when painting, for example they create shades of colour by adding white. They know the names of most colours and know that mixing two colours will produce a third. Teaching is very good. Teachers plan a wide variety of activities with a good range of media for the children to explore. In one activity for example, children used sprays to create a rainbow effect on their large sheets of paper.

Physical development

97. Children make good progress in physical development and most are in line to meet the expected standards for five-year-olds. In Nursery they climb and balance confidently when playing on apparatus. They run freely and energetically and show good awareness of others around them. In structured activities, children show good control of their bodies, when acting out stories, for example. They hop, skip and run with confidence and enjoy the excitement of chasing games. They show well-developed skills when handling scissors and construction materials.
98. The teaching of movement is very good. Teachers motivate the children very well and pose interesting problems, such as finding out different ways of walking to develop confidence and independence.

116. **English**

99. Attainment at the end of Key Stage 1 is satisfactory. In National Curriculum tests in 1998, the percentage of pupils reaching the expected level in reading was in line with the national average, but fell well below the average for schools where pupils come from similar backgrounds. In writing, the test results were well above the national average, particularly at higher levels, and above the average for similar schools. Results for 1999 show that the reading test results are above average and that results for writing are in line with the national average, although more pupils reached the higher levels. However, results are below those for similar schools.
100. Attainment at the end of Key Stage 2 is unsatisfactory. In 1998 National Curriculum tests, the percentage of pupils reaching the expected level 4 or above was slightly above the national average, but well below for pupils reaching level 5. Boys outperformed girls, which is against the national trend. Tests show that pupils reached levels in line with pupils in similar schools, although teacher assessment put them well below these levels. The 1999 results indicate that test results are well below the national average and the average for other schools where pupils come from similar backgrounds.
101. Attainment in speaking and listening is satisfactory and sometimes good. However, pupils' ability to listen does not always match their desire to speak. Pupils are confident and articulate and keen to answer questions. Pupils at Key Stage 1 enjoy stories and poems. In Year 1 they expressively read 'Little Red Hen' in unison and pupils in Year 2 added oral contributions to extend a poem. More able pupils in Year 6 speak for a sustained amount of time when they recommend books to peers.
102. Most pupils reach satisfactory and sometimes good levels in reading. Close reading partnership with parents, especially at Key Stage 1, ensures regular practice and has helped to encourage positive attitudes to the written word. Pupils at Key Stage 2 read competently from a range of texts and are developing reference skills. Pupils in Year 6 skim and scan when identifying irony in a text, but not all texts are appropriately challenging.
103. With some exceptions, writing is satisfactory at the end of Key Stage 1 and unsatisfactory at Key Stage 2. However, a range of successful strategies introduced by teachers to support spelling, including the use of homework, is making spelling a school strength. Presentation is a weakness throughout the school. Pencil grip and control are frequently poor. Pupils struggle at Key Stage 1 to write neatly without guidelines and scrutiny shows that sentence structure is weak. Pupils are usually successful in conveying meaning however. There is much untidy work at Key Stage 2, although the range of writing is pleasing. The use of language is often effective. More able pupils, especially in the upper years, do not write enough or at sufficient length.
104. Progress is satisfactory at Key Stage 1. Although good levels of speaking have been maintained, pupils sometimes lose concentration when listening to introductions to lessons. Systematic teaching of new vocabulary and insistence on clear answers help to strengthen developing language skills. School National Curriculum test results fell in 1997 but rose significantly in 1998. All pupils, but especially boys, made good progress in writing. That high level was not maintained consistently this year. High standards in writing have not been sustained, although spelling continues to be a strength. Reading improved in 1998 and similar levels have been maintained this year. Girls have performed particularly well at the higher levels. Boys and girls read expressively and most are comfortable with the written word. They enjoy sharing books. Pupils with special educational needs have made progress in line with their abilities with effective specialist teaching.
105. Progress at the end of Key Stage 2 is unsatisfactory. Progress observed in lessons and over the present term is satisfactory, however. Test results at the expected level 4 or above have fallen by 16 per cent this year and are now below or well below the national average. They are almost 20 per cent below the

average for all schools in the Royal Borough of Kingston. However, vocabulary continues to grow and there is encouragement to speak for a range of purposes, with the exception of drama. Listening skills are well developed in Year 6 and pupils engage in lively dialogue. In 1998, reading results improved significantly. Whilst national levels have continued to improve, in 1999 levels for the school have fallen in reading and remained disturbingly low in writing. Only one third of pupils have reached the expected level 4 or above in the last two years. A strict adherence to the Literacy Strategy has reduced time for extended writing which all pupils, but especially the more able, need. The school has not yet been effective in putting in place strategies to overcome this deficiency. Pupils with special educational needs are making progress in line with their peers. Teacher predictions have not matched performance with inaccurate over- and under-estimation of levels.

106. Attitudes to English are good throughout the school. No bad behaviour was seen in lessons. At Key Stage 1 pupils settle quickly to group tasks. They are confident and behave sociably, helping each other with spellings. They join in whole class reading enthusiastically and answer questions willingly. A minority of pupils does not always listen actively. Pupils treat equipment with respect. At Key Stage 2, good levels of concentration are sustained throughout whole class, groups and individual work. The structure of lessons is a support to some pupils whose behaviour causes concern elsewhere. For example, in a Year 4 poetry lesson related to water, good behaviour and attitudes allowed the teacher to teach effectively and very good progress to be made. Pupils are cheerful and relationships are very good.
107. Teaching is satisfactory or better in all lessons. Over ninety per cent of teaching is good and almost a quarter is very good. All teaching is good at Key Stage 1; half of teaching is good in Key Stage 2, a small amount is satisfactory and the rest is very good. All teachers have good subject knowledge and manage the structure of literacy lessons well. They maintain focus on one group and usually prepare work well to meet the needs of all pupils. The exception to this is writing in some lessons in both key stages. There is insufficient structure to support newly developing writing skills at Key Stage 1 and pupils at Key Stage 2, especially more able pupils, are given too few opportunities for extended writing. The lack of opportunities for using information technology is a weakness and there is little re-drafting of work. Many pupils are not taught correct pencil grip and left-handed pupils are given insufficient guidance on handwriting. Teachers make good use of pupils as role models. In a very well planned lesson at Key Stage 2 some pupils worked in pairs to check each other's writing of instructions for clarity. Other pupils built water wheels following their peers' instruction. Relationships are warm and encouraging and time is used purposefully. Some marking is over-generous and remarks are often insufficiently focused.
108. The co-ordinator for English is on long-term sick leave. A Year 6 teacher left during last year and other staff are new. There has been previous inaccuracy in teacher assessment. This deficiency is being addressed by further staff training and closer moderation of pupils' work. Resources for English are satisfactory and the number of reading books for all abilities is a strength. There are books from other cultures. There are too few resources to extend the more able at Key Stage 2. The library has been re-sited and is temporarily out of use. English provides good opportunities for spiritual and moral development, for example pupils in Year 4 are given opportunities to act as 'critical friends' to each other. Book weeks, occasional performances and visits from theatre groups aid social development. Year 3 has visited a local television studio this term. Policies need to be updated to take account of changing priorities and monitoring is required to ensure that policy is being implemented consistently. Skills of presentation need to be addressed across the whole school.
109. The school piloted the National Literacy Strategy. There have been benefits from this early start and systems for the teaching of literacy during the literacy hour are well established. However, significant changes in staffing, combined with the long-term absence of the literacy co-ordinator, have reduced the effects of this early advantage. There is too little planning for literacy across the curriculum, especially for identifying opportunities for extended writing, and this is a weakness. This deficiency contributes to unsatisfactory attainment in writing, especially at Key Stage 2 and for more able pupils at both key stages. Recording in some subjects, for example science, especially at Key Stage 2 is constrained by poor recording skills. Some good examples of writing were found, however. During a personal, social and health education lesson, Year 6 pupils wrote about their emotions and how they affected others. In Year 3 pupils recorded the story of Sita and Rama in a religious education lesson. There is good

development of subject specific language across all subjects. The skills of research are being developed and pupils can use dictionaries and contents and index pages. Significant up-grading of the school library which is well under way and the newly opened information technology suite is beginning to strengthen developing research skills. Very good home/school reading demonstrates the commitment of parents to working with the school to help raise attainment in reading and has a positive effect on progress and attainment in literacy.

Mathematics

110. In the 1998 National Curriculum tests for seven-year-olds, the percentage of pupils reaching the expected level 2 was above the national average and similar to results for schools where pupils are from similar backgrounds. However, the percentage reaching the higher level 3 was below the averages nationally and for similar schools.
111. In the tests for eleven-year-olds in 1998, the percentage of pupils reaching the expected level 4 was close to the national average, but below the average for schools with pupils from similar backgrounds. The percentage reaching the higher level 5 was well below the averages for similar school and schools nationally.
112. Results in the 1999 National Curriculum tests show that attainment by seven-year-olds is slightly above national averages, and in line with the averages for similar schools. Eleven-year olds' performance is below the national average and well below the average for similar schools.
113. Attainment at Key Stage 1 improved between 1997 and 1998 this has been maintained in the most recent tests. However, attainment by pupils at Key Stage 2 has declined over a similar period.
114. On the evidence gathered during the inspection, the current level of attainment in Year 2 is below that expected for their ages. There is not a large enough proportion of pupils on course to attain average levels. Although pupils in Year 2 currently make satisfactory progress in lessons, staffing difficulties over time have affected attainment and progress adversely in that class. Attainment at the end of Key Stage 2, in Year 6 seen during the inspection meets expectations, with pupils working at the levels expected of them. A significant proportion of the Year 6 class is attaining higher than average standards in their work on number.
115. At the end of Key Stage 1, most pupils have a secure knowledge of number facts to 10 and can solve addition and subtraction problems using numbers beyond 20. They count in sequences of 2 or 10, and recognise that 61 is bigger than 54, for example. They use coins to the value of 50 pence and recognise regular two-dimensional shapes. Higher-attaining able pupils explore numbers to 100 and calculate problems such as 7×4 or 'double 80'. They solve money problems such as $\pounds 2.87 + \pounds 2.65$ accurately and identify solid shapes such as cone cylinder and sphere. Lower attaining pupils sequence numbers correctly in a number line and practise number bonds by adding three digits to the value of 7, for example.
116. By the end of Key Stage 2, pupils develop a range of methods for solving number problems. For example, when multiplying 26×49 , they calculate $26 \times 50 - 26$, as well as using more conventional pencil and paper methods. Pupils estimate to the nearest 100 or 1000 and understand 'median' and 'range' when handling numbers. In shape and space pupils find the areas of triangles, squares and rectangles. They measure angles to the nearest degree and use instruments to draw shapes accurately. Higher-attaining pupils investigate rotational symmetry and collect data which they display in graphs. Lower attaining pupils add and subtract accurately and multiply two digit numbers by a single digit. They know, for example, that $\frac{2}{3}$ is equal to $\frac{8}{12}$ and that $\frac{1}{4}$ is the equivalent of 25%.

117. Progress seen in lessons during the inspection is generally satisfactory and sometimes good. For many pupils, progress over time is unsatisfactory. For example, in Year 4 a larger than average proportion of pupils does not have a secure grasp of basic multiplication and division facts. In Year 3, almost 30 per cent of the class were seen to be working below their expected levels when learning about halves and quarters. The unsatisfactory progress over time may be attributed to the recent large turnover in staff, and to staff sickness, which disrupted the continuity of teaching for those pupils. For some pupils in Years 4 and 5, their difficulty is exacerbated by their unsatisfactory behaviour during lessons and their inability to work unless directly supervised.
118. In most classes a majority of pupils show positive attitudes to mathematics. Where attitudes are good, as in Year 6, better progress is seen. Behaviour in lessons is generally satisfactory. Most pupils listen well and co-operate with one another. At Key Stage 1, pupils answer questions confidently. Year 2 pupils show good personal skills by selecting their own resources for their work on shape. In a Year 4 lesson however, pupils' poor listening skills disrupted the flow of the lesson, and resulted in their not being able to answer questions and unable to understand how to progress with their work.
119. There was good teaching in sixty per cent of the mathematics lessons seen during the inspection. The remaining lessons were satisfactory. In all lessons, teachers plan well and focus clearly on specific skills to be taught. Mental arithmetic sessions are used effectively and teachers make good use of digit cards to help pupils focus on number problems. In the most effective lessons, teaching takes place at a very brisk pace, expectations are high and there is rigorous challenge in the work. For example, in one lesson, the teacher set targets for the pupils which had to be met in time, for discussion at the end of the lesson. In most lessons, a range of tasks is planned for three ability groups. However, there no clear assessment of pupils' individual needs, particularly of the more able in order to set more challenging targets for them.
120. The school has embraced the National Numeracy Strategy well. Its implementation encourages pupils to discuss methods of working when carrying out number investigations. The focus on mental arithmetic is of particular benefit. Pupils, including those who have special educational needs effectively improve their understanding of place value and approach large numbers confidently. There are some examples of data handling skills being applied in geography and symmetrical designs being created using computers. Such cross-curricular links are not sufficiently emphasized in cross-curricular planning, however.
121. The mathematics curriculum is effectively planned. Recent changes have lead to more focused planning which is firmly rooted in the Numeracy Strategy. Planning is monitored by the subject co-ordinator to ensure that National Curriculum requirements are fully met.
122. Following the recent appointment of the headteacher, the school is in a transitional stage. Although assessment data are gathered, the analysis and use of assessment information are not fully effective. Standards have remained broadly the same since the previous inspection. The school is now well placed to implement procedures for further development in mathematics.

Science

123. Standards in science in the end of Key Stage 1 National Curriculum assessments for 1999 are in line with the national average. This represents a significant improvement since the previous inspection, when standards were found to be well below national averages. In the 1999 assessments, the proportions of pupils achieving both level 2 and above, and level 3 and above are close to national figures. In the 1998 tests using teachers' assessments, pupils were above average in experimental and investigative science; they were very high in life and living processes, and in materials and their properties, but were very low in physical processes. The school has since given increased attention to work on physical processes. In comparison with schools in similar contexts pupils' results were well below the average in 1998. Inspection findings show that by the end of Key Stage 1, standards in science are average and reflect the national test results for 1999. Attainment in physical processes is now judged to be average.

124. Standards in science in the end of Key Stage 2 national tests for 1999 are very low compared with averages nationally and for similar schools. The proportion of pupils gaining level 4 or above was well below the national average, as was the proportion gaining level 5 or above. This represents significantly lower standards than at the time of the previous inspection. In comparison with schools in similar contexts, pupils' performance in science tests was well below average in 1998 and is expected to be very low in 1999. Inspection findings show that by the end of Key Stage 2, standards in science are below average and reflect the national test results for 1999.
125. By the end of Key Stage 1, pupils have satisfactory experimental skills. They use equipment carefully to construct, for example, electrical circuits with the components in differing positions. Pupils make appropriate observations of what happens, though a few do not recognise their own incorrect positioning. Most pupils doing this experiment understood which circuits would light a bulb and explained how it worked. The great majority knows the meaning of the scientific terms needed for their tasks as a result of a good emphasis on the correct use of language by the teachers. Pupils know the basic conditions that animals and plants need to live, and that their bodies have skeletons. They have an early understanding of a variety of materials. They know that water changes to ice and that light will pass through some materials but not others. The children know that the ears pick up sounds, and explain clearly the muffling effect of putting on headphones. They are aware of the dangers of using electricity near water and that equipment should be used safely.
126. By the end of Key Stage 2, pupils' investigational and experimental skills are under-developed. They have little understanding of the need to control the experimental conditions in order to obtain reliable observations. Most pupils give insufficient scientific explanations for their predictions and observations during experimental work. Few pupils provide systematic records of results. Quantitative experimental work is limited, which restricts opportunities for pupils to reach the higher levels. A few experiments on heartbeat, stretching rubber bands and air resistance show early recording skills, but there is little explanation of the results. Overall, pupils' scientific knowledge is below average by the end of the key stage. Many pupils can recall facts but only the more able explain their ideas using clear scientific terminology. Pupils in Years 3 and 4 have a satisfactory understanding of how to set up an experiment that includes testing under controlled conditions, through good teaching. They know several properties of materials and are beginning to understand how to use the properties to advantage, for example as insulation round ice. They have a satisfactory knowledge and understanding across the science curriculum.
127. Most pupils in Year 5 know that sound is produced when objects vibrate and demonstrated ways of producing sound. A few pupils are able to make simple generalisations such as explaining that sounds they hear become fainter the further they are from the source, or that the pitch of the note changes with the speed of vibrations. The investigational methods and records of their experiments were below average overall, however. Below average standards are evident in Year 6 where pupils tried to explain and build a circuit showing how a bulb or buzzer can be switched on and off. Previous work indicates that some of the higher-attaining pupils have a sound knowledge of materials and their properties. They can describe the structure and function of plants and mechanisms of seed dispersal. However, by the end of the key stage, the nature and focus of the experimental activities lacks progression and rigour to enable pupils to gain appropriate scientific knowledge and skills.
128. Progress is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Pupils with special educational needs make satisfactory progress through the effective support they receive. Progress in skills during practical tasks is satisfactory at Key Stage 1, and good in Years 3 and 4 of Key Stage 2, but unsatisfactory in Years 5 and 6. Progress in knowledge is sound at both key stages, although progress in understanding at Key Stage 2, Years 5 and 6, is less well developed. This is because some teachers do not place the appropriate emphasis on experimental and investigative science.
129. Across the school the overall response to science is generally good. Pupils enjoy experimenting; they show excitement and surprise at some of the experimental outcomes and where tasks are appropriately focused, they gain a clear sense of achievement in the work done. Most pupils work enthusiastically and

effectively in groups and support each other working productively at an appropriate pace. Pupils demonstrate mostly good attitudes to learning particularly when they are well motivated, although a few pupils in both key stages do not sustain concentration for long. Most pupils listen attentively during teachers' explanations and are able to follow instructions sensibly. Pupils are generally co-operative although some of the boys particularly find it difficult to share apparatus. The majority of pupils work safely, using equipment carefully with a good sense of interest that helps their progress.

130. The quality of teaching is sound overall at Key Stage 1, with examples of good teaching. There is a heavy reliance by many staff on the good quality of support given by the subject co-ordinator. Through this support, progression, continuity and consistency in delivery is maintained in most lessons. Within Key Stage 1, teachers' secure subject knowledge is shown through the well-structured range of activities. Teachers use effective strategies to provide background knowledge for the tasks and a good focus on correct terminology. They ensure that tasks match the needs of pupils and are at appropriate levels of difficulty. There are some very good examples where ongoing assessment is used to refocus teaching. However, the use of assessments to inform planning in the longer term is just satisfactory. Teachers make satisfactory interventions to challenge thinking. Overall relationships are good and teachers encourage pupils' participation and enjoyment in the subject. The teachers have good skills in managing pupils, effective class organisation, and use appropriate resources that support scientific enquiry.
131. The quality of teaching is unsatisfactory at Key Stage 2. There are, however, examples of good and very good teaching in Years 3 and 4. With these younger pupils, teachers give good attention to investigative methods as a secure basis for developing pupils' knowledge and skills. They have a good subject knowledge that provides challenge in well-chosen tasks. They use good teaching methods and have high expectations of pupils. Within Key Stage 2 overall, relationships are good and teachers encourage pupils to take an active part in lessons. Their management of pupils is satisfactory and they provide the resources for the tasks. However, well-structured scientific enquiry has received insufficient attention over the years. Currently in Years 5 and 6, teachers give insufficient attention to investigative methods and have insecure subject knowledge that results in pupils' errors going uncorrected. As a result, pupils do not reach the higher standards expected. On a few occasions incorrect emphasis is given to the outcomes of an enquiry. Teachers have limited understanding of the outcomes expected from practical activities or lack the skills to use the equipment effectively. The quality of day-to-day assessments is also unsatisfactory since the pupils' lack of skill is unrecognised or unplanned for. The staff gives insufficient attention to evaluating the effectiveness of their teaching approaches.
132. The overall quality of planned science provision in the school is sound. The school uses national guidance to provide progression and continuity, so that the curriculum meets statutory requirements. The short-term planning is unsatisfactory in Years 5 and 6, however, since insufficient time is given to investigational work. The subject co-ordinator gives good, well considered support. She has prepared a subject action plan that shows a good understanding of needs. She monitors the quality of lesson planning and sees samples of children's work. In consideration of the weaknesses in teaching in the upper years of Key Stage 2, the monitoring of lesson planning is insufficiently rigorous. Assessment procedures are satisfactory in that a record is kept of subject coverage, but insufficient use is made of this for further planning and teaching. Teachers are beginning to understand the standards required in relation to National Curriculum levels to help task planning, but they do not yet compare pupils' work sufficiently with examples of what pupils are expected to achieve. The quality and range of resources are satisfactory, and they are organised well for convenient access. The senior staff are aware of the need to extend teachers' subject knowledge in order to address the weaknesses in teaching.

150.

OTHER

SUBJECTS OR COURSES

150. **Information technology**

133. A key issue of the previous inspection was to raise standards in information technology. This has been achieved, and the school has made satisfactory improvements. The improvement to information technology facilities is very good. Local grants and money from the school's Friends Association enabled the school to set up a high quality information suite that is providing good experiences for pupils.
134. Standards of attainment are average by the end of both key stages, although individual pupils' understanding and skills vary widely. Most pupils have sufficient skills in using the computer for specific tasks during lessons, but lack general confidence and understanding at present, and dexterity in the use of the keyboard, for example. Higher-attaining pupils generally have good skills and understanding. Progress is satisfactory through both key stages, including for pupils with special educational needs.
135. By the end of Key Stage 1, pupils generate and communicate ideas appropriately using text and pictures. Pupils have early keyboard skills to type their name and a sentence in Year 1. In Year 2, pupils know the main parts of a computer. They know how to save a file, and a few know how to print a copy of their work. They use the mouse competently to give commands, for example in making a picture by selecting colours from the palette. Pupils also have appropriate experiences in using a variety of subject related programs, including a little data handling, that support language and mathematics work.
136. Within Key Stage 2, pupils have satisfactory skills to type and edit text. They understand the steps for cutting and pasting text or pictures. Pupils in Year 4 prepared designs based on Islamic patterns using modelling skills. They quickly understood the main features of the program, using accurate moves of the mouse. They produced attractive designs, nearly equal to their teacher's example, using a good range of skills to good effect. They also used the highlight, copy and paste facility, to repeat sections of their pictures. Previous work indicates that by the end of the key stage most pupils have satisfactory word-processing skills, using save and print facilities. They know how to use the facilities for information retrieval, including the internet now that the school is connected. Pupils understand simple control commands for using a control device. In general, they are over-reliant on the mouse and have very little knowledge on how to enter commands through the keyboard.
137. Pupils are making satisfactory progress through the school, supported by the well-focused tasks chosen by the teachers. Pupils demonstrate satisfactory development of skills and understanding through Key Stage 1 and again through Key Stage 2. They use word-processing and modelling features such as highlighting or changing colours with increasing confidence. Pupils at Key Stage 2 apply their skills to produce text in a variety of fonts and colours. The high attaining pupils frequently make good progress. The majority of pupils are making appropriate gains in understanding and skills.
138. Pupils at both key stages are quickly interested in the good choice of tasks and are keen to use the computers. They are motivated well by the use of information technology. By the middle of Key Stage 2, most pupils work independently. A few pupils are reliant on the teachers for ongoing support. Pupils' attitudes and behaviour are good overall throughout the school.
139. The quality of teaching is satisfactory at both key stages, with a few examples of good teaching. Teachers demonstrate satisfactory knowledge of the subject and plan carefully for the computers to be used to good purpose. There is a good focus in both key stages on direct teaching for understanding and skill development. Teachers demonstrate the use of facilities well, giving direct instruction, but also ensuring that the pupils use the skills themselves. The teachers' management of pupils is good in the information technology suite. The use of information technology as an integrated facility to support class work is still becoming established. Planning usually shows sensible links with other class work, providing good purpose to the work. Assessment within lessons is satisfactory since teachers respond to pupils' needs. Procedures for assessment and recording are completed routinely, but are not used to inform teaching and pupils' learning needs.
140. The co-ordinators have a good understanding of the role and provide good support for colleagues. The

school has a subject policy and has begun to use the national guidance as a scheme of work. The subject meets the requirements of the National Curriculum, with appropriate breadth, balance and progression through the school. The subject is still at a development stage, although there has been good progress in providing very good facilities that support well-chosen tasks. The school has made very good investments in information technology resources over the past year, with a clear continuing action plan.

158. **Religious education**

141. By the ends of both key stages, pupils' attainment is in line with the targets identified in the locally agreed syllabus for religious education.
142. By the end of Key Stage 1, pupils are becoming familiar with the common practices, key figures and festivals of Christianity. They know that there are other major religions and that they are practised in Britain. For example, pupils know about Diwali and have made Divas and rangoli patterns in connection with their studies. By the end of Key Stage 2, pupils have a satisfactory knowledge of the main figures, customs and practices of Christianity, Hinduism and Judaism. They identify common features in major religions. In particular, they are adept in identifying how stories from major religions provide similar guidance on inter-personal relationships and how these stories are relevant to their own lives. Pupils in Year 6 are developing the ability to engage in thoughtful discussion of religious ideas and are able to illustrate the points and opinions they express with examples from their study.
143. The last inspection found that there were few examples of pupils' written work, but that gains in knowledge and understanding were sometimes made through good quality discussion. It is still the case that there is limited documentary evidence of pupils' progress as they move up through the school because the bulk of the teaching is through discussion and there is a limited amount of written work in pupils' books. This limits the contribution that religious education makes to pupils' progress in literacy, although some opportunity to practise literacy skills is provided when pupils read texts supplied by teachers or write about what they hear. In most cases, pupils across the range of ability are expected to carry out the same written tasks, and their progress is closely linked to their competence in literacy. However, discussion between teachers and pupils is a strength in all lessons, and there is clear evidence that pupils across the full range of ability are making good progress. As they talk about Diwali, pupils at Key Stage 1 know about associated rituals and Sita and Rama. Younger pupils at Key Stage 2 can recount the significant events in the story of Rama and Sita. Older pupils at Key Stage 2 can discuss the concepts that the story teaches, such as patience and loyalty, and how the principles apply to their own lives. When pupils in Year 4 discuss with their teacher what they know of Judaism, they use and explain terms such as *purim* and *kosher* accurately and know that Jewish children in Britain learn Hebrew as part of their religious education. They show an interest in and respect for religious and cultural customs and traditions.
144. Most pupils respond well to religious education lessons. Younger pupils are interested in stories from major religions and discuss them with friends, and older pupils welcome the opportunities they are given to discuss religious ideas and their own feelings and responses. Throughout the school, most pupils listen to others and their views with interest and respect.
145. The quality of the teaching has improved since the last inspection, when it was found to be sound and often good. The teaching is mostly good at both key stages and there are examples of very good teaching at the end of Key Stage 2. All teachers have secure subject knowledge and understanding and plan and prepare their lessons well. The linking of themes of lessons, assemblies and acts of worship is a particularly good feature of the teaching. Teachers lead discussions very well. The methods used vary from circle time for younger pupils to group and class discussions for older pupils. However these sessions are arranged, teachers always ensure that all pupils have the opportunity to contribute, that all contributions are valued and that pupils can discuss sensitive and personal issues with confidence. Teachers are careful to help pupils to see how religious ideas and practices are relevant to pupils' own lives and experiences, and how they can help pupils to understand their relationship to the world and other people.

146. The subject is well managed although the school acknowledges that systems for monitoring standards need to be improved. Policy and practice are sound and ensure that religious education has a high enough profile and makes a significant, positive contribution to pupils' spiritual, moral, social and cultural development. The last inspection found that the subject was poorly resourced. Resources are now adequate and the co-ordinator has suitable plans in hand to improve the efficiency of the use of cross-curricular resources, such as reading texts and the contribution of information technology. The subject meets statutory requirements and conforms to the locally agreed syllabus for religious education. Policy is to be reviewed in the near future in response to changes in the locally agreed syllabus.

164.

Art

147. Provision remains much the same since the last inspection when it was satisfactory.

148. Few lessons were available for observation during the inspection week. In some lessons timetabled as art, design and technology was taught instead. Judgement of attainment and progress is based on the extensive, good quality displays of work around the school by pupils in all age groups, discussion with teachers and scrutiny of their planning and records.

149. Pupils make a very good start on their visual education in the early years in the Reception classes and make good progress. The working environment is stimulating and attractive and pupils are introduced early to a wide range of two- and three-dimensional art making techniques appropriate to their age. Their own ideas are stimulated effectively by study of the work of adult artists and craftspeople. Pupils' own weaving following a study of African textiles is a good example. At Key Stage 1, pupils make good progress in acquiring and understanding of basic techniques such as the use of primary colours and colour mixing. Progress is maintained satisfactorily through Key Stage 1 as pupils make pastel self-portraits using mirrors in Year 1 and exciting collages to illustrate rainforests and deserts. In the early years of Key Stage 2, pupils continue to make good progress as they examine and use a wide range of printing techniques, for example. At the upper end of Key Stage 2, pupils are making satisfactory progress in basic techniques including observational drawing. There are examples of good quality work on display, but many pupils do not develop personal ideas enough through a systematic study of a wide range of artists linked to the techniques and ideas they are pursuing.

150. Pupils' personal development is supported well by art at both key stages when they draw portraits illustrating feeling at Key Stage 1 and reflect on how artists represent mood at Key Stage 2. At Key Stage 1, art makes a good contribution to pupils' spiritual and cultural development as they study and make divas and rangoli patterns as part of their study of Diwali. At Key Stage 2, pupils learn something of British cultural traditions when they study traditional barge decorative techniques. However, the use of art to promote cultural understanding is not as effective as it should be because of the over-emphasis on the study of a narrow range of European painters of the late nineteenth and early twentieth centuries.

151. Pupils respond well to their work. For example, pupils in Year 6 looked with interest at reproductions of paintings by Salvador Dali, and in Year 5, pupils persevered to complete applique work and observational drawing of musical instruments. They worked carefully and sustained full concentration.

152. The teaching in the two lessons seen, both at Key Stage 2, was satisfactory. Lesson content is often efficiently linked to topics studied in other curricular areas, such as the rainforest and desert collages in Year 1. Teachers' planning is based on the school's policy and scheme of work, and they get good results from their pupils through encouragement and celebration of effort. However, neither scheme nor policy meet the school's stated intention to provide a programme of study that meets the requirements of the National Curriculum. The school's scheme provides list of suitable activities to be followed in each

year, but does not make clear enough to non-specialist teachers how pupils are to learn progressively by building on key skills learned earlier. The study of artists is not sufficiently linked to the skills and techniques pupils are expected to use to develop their own original work, and indicates insecure understanding of the underlying principles of the National Curriculum order for art.

Design and technology

153. The last inspection found that the full range of skills and understanding were not being systematically developed across the school, and this affected pupils at Key Stage 2, in particular. The position remains substantially the same although improvement was a key issue for action following the last inspection. The school has not, therefore, made enough progress in raising standards. However, the development of design and technology is a priority for action in the school's 1999-2000 action plan.
154. Pupils make satisfactory and often good progress in design and technology skills in the early year and through Key Stage 1. By the end of the key stage, most pupils use scissors safely and competently to cut thin card or paper. They work carefully to their teachers' instructions to achieve pre-determined results. For example, in a lesson in Year 1, pupils made cut-out puppets from thin card by working to templates and making joints with paper fasteners. They used skills, techniques and vocabulary, such as *pivot* to explain their work.
155. This early progress is not sustained sufficiently at the upper end of Key Stage 2. In a lesson for Year 6 on making model tents, pupils worked hard and enthusiastically to achieve an end result, but few showed secure knowledge and understanding of the principles of good designing and making. Pupils had made preliminary drawings, and when questioned could suggest criteria for a good tent. Few understood how tents are made rigid and stable and many depended upon the characteristics of unsuitable materials such as cardboard to achieve a rigid structure. Many pupils proceeded through trial and error rather than by planning and designing. Few applied the necessary skills of measuring and accurate cutting and there were several examples of inappropriate use and poor selection of tools and few pupils showed awareness of joining methods appropriate to the task they had been set.
156. Pupils apply themselves well to their work. At both key stages, pupils co-operate well to share tools and materials. When required to collaborate, pupils work effectively to achieve common goals. At Key Stage 1 pupils work carefully and at Key Stage 2, pupils work enthusiastically, although most are more concerned with finishing than with evaluating and improving their work.
157. Too few lessons were observed to make secure judgement of the quality of teaching throughout the school. The teaching in the lesson at Key Stage 1 was satisfactory with good features and the teaching by a temporary teacher at Key Stage 2 was good. There is a policy and scheme of work that provides useful guidance for teachers on the skills to be taught to each age group and activities to provide pupils with suitable experience. The development of key skills is set out very well and due regard is given to health and safety issues. However, there is little evidence from ongoing work in classrooms that the scheme is being followed with sufficient rigour.
158. Resources for the subject are good, but they are not always deployed as effectively as they should be at Key Stage 2.

Geography

159. As was found at the previous inspection, progress in geography is satisfactory at the end of Key Stage 1. This judgement was made after discussion and scrutiny of pupils' work as no lessons were timetabled during the inspection. Pupils are becoming increasingly aware of the area surrounding the school. They can follow directions from home to school and draw a simple route map. They are beginning to understand that maps are of different scales and can mark their homes on a map. Geographical vocabulary is extended. Pupils are learning that climate varies in different parts of the world. They represent rainforests and deserts through imaginative collage pictures.
160. Progress is unsatisfactory at the end of Key Stage 2 and this shows a decline in standards since the previous inspection. However, progress is satisfactory in Year 3 and good in Year 4. Pupils in the earlier years of the key stage can identify attractive and unattractive features of an area. They understand that land is used for a variety of purposes and they can use simple co-ordinates on a map. Good use is made of information technology to study water use. Insufficient time to study geography and the poor behaviour of some pupils lead to unsatisfactory progress for older pupils. Satisfactory progress cannot be maintained when no geography is taught for long periods of time. Progress for pupils with special educational needs is in line with their peers.
161. Pupils' attitudes to geography vary, but are satisfactory overall. Younger pupils have completed careful work taking pride in good presentation. In a very good lesson in Year 4, pupils were excited by a range of activities that reinforced their knowledge of flooding. They worked co-operatively and carefully, were keen to volunteer answers and sustained concentration. Pupils in Year 5 take too long to settle to work and are loud and unwilling to share. Pupils use opportunities for personal development satisfactorily through research from a range of sources particularly for homework.
162. Opportunities to observe teaching were limited. Scrutiny of work at Key Stage 1 suggests that teaching is satisfactory. Work is carefully completed and well displayed. It is relevant to the pupils and takes account of the local area. At Key Stage 2 it is satisfactory overall, but varies from very good to unsatisfactory, but this judgement is based on a small sample. In the very good lesson the teacher planned thoroughly for pupils of all abilities. The quality and range of work were impressive and there were very good cross-curricular links. Practical opportunities for using clay and water were given to help understand flooding and well-chosen extracts from literature and the use of information technology extended empathy and understanding. Homework supports learning effectively. When teaching is unsatisfactory, there is inefficient use of adult support and other strategies to manage pupils' challenging behaviour and, as a result, the class as a whole does not make enough progress. Opportunities for recording in a variety of ways are used satisfactorily and include the use of pie charts and keys, for example.
163. The co-ordinator is enthusiastic and very well qualified. However, she is new to the post and has insufficient time to carry out her role effectively. She has a clear idea of priorities and has the capacity to improve the subject further. Subject policy is now out of date and needs updating in response to new schemes of work. Similarly, existing resources are inadequate to meet the changes and need to be enhanced. There are too few globes and maps on regular display in classrooms. Good use is made of the school grounds and the pond and nature area to enhance pupils' understanding, although scope for further development remains. Pupils across the age range benefit from visits to the local area such as Beverley Brook, and areas further afield including Brighton and the Isle of Wight. Regular formal assessment of progress and attainment and its use to inform planning are yet to be established.

History

164. Progress at Key Stage 1 was found to be satisfactory at the time of the last inspection, and this remains the case. Pupils compare life today with life in Britain in the past and they learn to observe evidence closely. Pupils in Year 1 look carefully at toys and sequence them in time order. The display of dolls

through the ages contributes to the progress pupils are making. They listen and consider the evidence of others and develop a vocabulary related to time. Pupils in Year 2 learn about chronology by compiling family trees for themselves and the royal family. They compare shops now and long ago. They use photographs of the local area to identify changes over time and learn to record their findings. Some progress is constrained by insufficient resources for all pupils.

165. No lessons at Key Stage 2 were seen at the previous inspection, but other evidence indicated satisfactory progress. Evidence from this inspection indicates a decline in the rate of progress across Key Stage 2. Progress is unsatisfactory at the end of Key Stage 2. Timetabling arrangements mean that pupils, especially in Year 6, have insufficient opportunities for studying the subject to make satisfactory progress. In a lesson in Year 5, unacceptable behaviour by boys severely restricted progress for all pupils. However, attractive displays show that pupils consult a variety of sources to learn about Ancient Egypt. They look at pictures, books, photographs and documents and communicate their knowledge by making jewellery and masks as well as by writing brief accounts of their findings. Pupils with special educational needs make progress in line with their peers.
166. Attitudes to history are not always positive. Pupils in Year 1 concentrate well and listen politely to each other. They take pride in neat presentation of work and respond quickly to instruction. In Year 2, pupils do not always listen to each other and some lack concentration and become frustrated at the insufficiency of resources. However, pupils recording the group work were focused and efficient. In a lesson at Key Stage 2, pupils demonstrated immature social skills and a lack of self-control, which inhibited successful teaching and learning for themselves and others.
167. Teaching is satisfactory overall although there is also some good teaching. In the one lesson where it was good the teacher showed good subject knowledge and had planned carefully to engage the interest of pupils of all abilities. Good links between home and school are demonstrated by the display of pupils' toys and the discussion this has provoked with family members. The satisfactory lessons seen had good teaching points but also weaknesses. One lesson was introduced clearly and developed historical enquiry, but insufficient resources were provided for group. In the other lesson, the teacher's careful preparation, did not result in the expected progress because adult support was not targeted effectively enough to support pupils with behaviour difficulties.
168. The newly appointed co-ordinator is well qualified for the role, but is inexperienced and has little time to monitor the subject. The recently implemented schemes of work are insufficiently resourced. An audit of all resources is ongoing. There are too few artefacts, especially for Key Stage 1, and this shows no improvement since the previous inspection. Kingston Museum provides welcome supplementary support for teaching and learning. Formal assessment, including the collection of samples of work, is in the early stages of development. The recent re-siting of the library has constrained research for the time being. There are plans for the increasing use of information technology and appropriate software has been ordered.

186.

Music

169. In their knowledge and understanding of music, pupils reach standards that are better than those in most schools. In musical performance such as singing and playing tuned and untuned instruments standards are similar to those found in most schools.
170. Throughout the school, pupils are making good progress in acquiring a knowledge of music. This is due to the impact of teaching by the subject co-ordinator. Although pupils' performance skills are developing the current structure for the teaching of music has not been in place long enough to raise performance skills above satisfactory.
171. Pupils at Key Stage 1 sing tunefully in unison. They recall the words of songs from memory and show a developing sense of rhythm and pitch. They control their breathing well to sing loudly or softly, responding to the mood of the music. Pupils in Year 3 develop a better understanding of changes in

dynamics. They describe how and when these changes occur when listening to the 'March Past of Kitchen Utensils' by Vaughan Williams, for example. In Years 4 and 5 pupils improve their sense of how sound quality can describe changes in mood. For example, they recognise changes in sound when comparing guitar and violin or male and female voices. Pupils in Year 5 in one lesson explore the timbre of a range of percussion instruments; all worked in groups to produce some rhythmic compositions made up of harsh and mellow sounds. Year 6 pupils identify a range of instruments by their sounds. They show a well-developed sense of rhythm and can maintain a steady beat as demonstrated through their 'body music' during a class activity. Pupils throughout Key Stage 2 know musical annotation and use the correct terminology for m, ff, p, etc. They demonstrate their understanding, for example by marking a crescendo when composing short pieces to practice rhythm.

172. When singing as a whole key stage, pupils at Key Stage 2 practise a reasonable range of song styles from popular to traditional. Older pupils are able to add some descant when appropriate. However, lessons tend to consolidate what pupils can do already rather than break new ground. Some singing during assemblies lacked enthusiasm.
173. There are few opportunities for pupils to learn to play instruments or perform for others. The school has a good stock of violins, but these are not used. Performance, whether vocal or instrumental is not a regular feature in the life of the school. Pupils respond very well to the lively and challenging activities in the lessons. They show willingness to take part in the circle games and to co-operate with others. Most behave well because they enjoy what they do. They listen attentively to pieces of music and respond well to questioning and group activities.
174. Music lessons are usually taught by the subject co-ordinator, with class teachers providing support for groups and individual when required. This is an effective and efficient arrangement that has a significant, positive impact on pupils' progress. The quality of teaching is very good. The support given by class teachers during lessons to particular groups of pupils is very effective. Lessons are well planned and focus clearly on the skills pupils are to learn. There is a brisk pace to the teaching and a very good range of activities to enable pupils to practise and improve. The co-ordinator's subject knowledge and infectious enthusiasm for music has a significant influence on the quality of the experiences provided.
175. Music is well managed by the co-ordinator, who uses her subject knowledge and expertise to very good effect. There is a clear plan for development and good structures in place to support that, particularly with regard to staff development. There is a good range of untrained percussion instruments, but good quality tuned instruments are limited.
176. Overall the quality of provision has improved since the last inspection and the school is well placed to make further developments.

194.

Physical education

177. The good standards found at the last inspection have been maintained at both key stages.
178. Pupils at Key Stage 1 make satisfactory gains in skill and understanding. In gymnastics, pupils plan and perform simple skills safely. They practise and refine a sequence of movements using space appropriately, and have begun to apply the same skills to working on mats. In games, simplified games and skill-based activities provide pupils with the specific practices necessary to increase their understanding and knowledge of the games. For example, a local sports coach gave pupils tasks that used running and kicking practice with a ball to support later rugby, soccer or other games. Pupils are making appropriate gains in body control, co-ordination and catching, throwing and striking skills.
179. Pupils at Key Stage 2 make satisfactory gains in a range of activities. Pupils in Year 3 produced expressive actions for a dance routine that conveyed the message 'Hello; Goodbye' clearly. They have

well-developed warm up skills, prompted by the good lead by the teacher. Pupils in Years 3 and 4 have also gained satisfactory co-ordination and control skills for tasks that focus on throwing, catching and travelling with a ball. By Year 5, pupils apply games skills well to the tasks presented by a local football coach. They find space, work as a team, and control the ball with increasing skill and games awareness.

By Year 6, pupils have gained a good range of games skills, for example in dribbling, controlling and striking the ball in hockey. Pupils are beginning to make sensible judgements about their performance and to work safely within given rules. They know the effects of exercise on their bodies, and that good exercise helps to maintain fitness and health. The subject scheme supports the development of skills across all aspects of the subject and from the evidence of activities seen pupils are making satisfactory progress in them. Pupils have appropriate opportunities for swimming to improve and develop their skills and stamina.

180. Pupils at both key stages are usually attentive, responsive and keen to take part during physical education lessons. They mostly work hard to produce a good effect, or to contribute to games. They work with sustained effort and are beginning to take responsibility for improving their skills. The majority of pupils display good attitudes and behaviour. There are a few pupils at both key stages whose behaviour is challenging, and occasionally do not respond positively to the teachers: this inhibits their progress.
181. The quality of teaching is good at both key stages. Lessons are planned carefully using national guidelines, with clear learning objectives that enable all pupils to make progress. The teachers have good subject knowledge that is shown in their good choice of challenging tasks. They make good use of the time and learning resources. Their methods are usually good, for example in giving clear instructions, using children to demonstrate good movements, and making thoughtful assessments and feedback. Tasks build well on previous experience, and promote the pupils' confidence and progress. Teachers use good behaviour management to sustain firm discipline, class management and high expectations that are clear to pupils, including those whose behaviour can be challenging.
182. The school uses national guidance for the programme of study, and the curriculum requirements are met. The co-ordinator is temporarily the headteacher, who has good experience in the subject. The quality of development planning is sound, with a clear subject action plan. The headteacher has carried out some lesson observations to assess provision across the school. Several sporting activities take place outside of school hours including soccer teams. The school has well established links with other schools and sporting bodies and participates in several fixtures and sporting events. Outside providers contribute significantly to the quality of pupils' experiences, especially the regular visits by sports coaches from a Premier Football Club. The subject fully supports the school's aims, gives pupils confidence and enjoyment and contributes well to pupils' development.

The inspection included a focused view of swimming, which is reported below:-

183. Pupils at Key Stage 2 are provided with six 30 minute lessons in each school year. Lessons take place off-site, with pupils travelling by private hire coach. Tuition is provided at the pool by suitably qualified instructors. A lesson for pupils in Year 5 was observed during the inspection.
184. The schools record show that about 90 per cent of pupil are able to reach the nationally expected standard of being able to swim 25 metres unaided by the end of Key Stage 2. Most pupils in Year 5 are well on course to achieve a similar result by the time they leave at the end of Year 6. Higher attaining pupils at Year 5, about one-fifth of the class, can swim 200 metres or more and most pupils can swim at least 50 metres. Only five of the 23 pupils are unable to swim 25 metres, but four of them can manage about 12 metres. In the lesson seen, the focus was on front crawl. Higher-attaining pupils swim front crawl with appropriate attention to correct breathing and stroke techniques. Other pupils swim competently, but pay less attention to breathing and style.
185. Higher-attaining pupils are making satisfactory progress, although the consolidation of styles and development of stamina is good. All other pupils, including those with special educational needs, are

making good progress. Average attaining pupils are rapidly extending the distance they can swim competently. For example, a third of the class have doubled the distance they could swim over the first half of this series of lessons. Four previously non-swimmers can now swim halfway across the pool.

186. Pupils respond well to the opportunity they are given. They listen carefully to instructors and follow guidance and advice. All pupils work hard and evidently enjoy the physical activity. They persevere to improve and to do their best; the poorer swimmers make especial efforts to reach the required standards. Behaviour is good in the pool and satisfactory when pupils travel to and from the pool and change before and after sessions.
187. The teaching is of good quality. Specialist instructors provide the teaching, but the class teachers provide very effective support by encouraging pupils and monitoring and recording their progress. Pupils are divide into four teaching groups by prior attainment and the activities and levels of coaching are appropriate to all but the few very good swimmers, who would benefit from individual coaching. Attention to health and safety is very good. The class teacher and instructor rightly insist on strict adherence to safety rules, but the reasons for these are carefully explained to pupils.
188. The quality of provision, pool facilities and overall management of swimming are good. However, travel to and from the pool is time consuming because of the distance to be travelled and the need to allow for unpredictable traffic conditions. In practice, the 30 minute swimming session takes up most of the afternoon session, with a consequent reduction in time available for other curricular areas. It is difficult to see how the school could manage things differently, given the lack of a pool of its own and its obligation to provide swimming within the physical education curriculum.

206.
INSPECTION DATA

PART C:

206.
INSPECTION EVIDENCE

SUMMARY OF

189. The inspection was carried out by a team of five inspectors, including a lay inspector, who spent a combined total of 20 days in school over a four-and-a-half-day period. Inspectors spent approximately 66 hours observing 79 lessons, talking with pupils and examining pupils' work. They also spent 4 hours observing assemblies, registration periods, other sessions where pupils worked with adults and pupils as they moved about the school and at lunch and break-times. The team carried out a focused inspection of swimming provision that included observation of pupils as they attended swimming classes at the local pool.
190. Samples of work in all subjects by pupils selected by the school as representative of the range of ability within each age group were scrutinised and records relating to these pupils were examined. A similar range of pupils read to inspectors and discussed their reading and work habits with them. Inspectors also examined the work and records of other pupils during and after lessons and talked with pupils about their work to test their knowledge and understanding in a range of subjects. Samples of work displayed about the school on a range of subjects were examined.
191. All teachers were interviewed about their work, including their management responsibilities. Inspectors also talked with support staff and members of the governing body about their roles.
192. Inspectors examined a range of documents supplied by the school. This included the school development and management plans, the prospectus, governors' and headteacher's reports, policy documents, financial information and teachers' planning and records.
193. Before the inspection, a meeting between parents and inspectors was held; 13 parents attended. All parents were sent a questionnaire seeking their views on the work of the school; 73 parents returned it. Fourteen parents sent written comments to the Registered Inspector before the inspection.

211.

211.
INDICATORS

DATA AND

212. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	220	2	85	6
Nursery Unit/School	25	1	1	0

213. **Teachers and classes**

213. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	9.9
Number of pupils per qualified teacher:	22.22

213.	Education support staff (YR – Y6)	
	Total number of education support staff:	6
	Total aggregate hours worked each week:	94.7
213.	Qualified teachers (Nursery class)	
	Total number of qualified teachers (full-time equivalent):	1
	Number of pupils per qualified teacher:	25
213.	Education support staff (Nursery class)	
	Total number of education support staff:	2
	Total aggregate hours worked each week:	48
	Average class size:	25
214.	Financial data	
	Financial year:	1998
		£
	Total Income	488784
	Total Expenditure	483318
	Expenditure per pupil	1649
	Balance brought forward from previous year	16888
	Balance carried forward to next year	22354

215. PARENTAL SURVEY

Number of questionnaires sent out: 230

Number of questionnaires returned: 73

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	36	60	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36	60	4	0	0
The school handles complaints from parents well	12	51	32	5	0
The school gives me a clear understanding of what is taught	18	60	12	10	0
The school keeps me well informed about my child(ren)'s progress	18	49	16	15	1
The school enables my child(ren) to achieve a good standard of work	25	53	15	7	0
The school encourages children to get involved in more than just their daily lessons	15	52	21	11	1
I am satisfied with the work that my child(ren) is/are expected to do at home	16	59	15	10	0
The school's values and attitudes have a positive effect on my child(ren)	23	59	16	1	0
The school achieves high standards of good behaviour	23	53	18	4	1
My child(ren) like(s) school	48	49	3	0	0