

INSPECTION REPORT

REGINA COELI R C PRIMARY SCHOOL

South Croydon

LEA area: Croydon

Unique reference number: 101800

Headteacher: Mr D R McCarthy

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 20th - 23rd November 2000

Inspection number: 225138

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Kendra Hall
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Appropriate authority: The Governing Body

Name of chair of governors: Mr H Payne

Date of previous inspection: 29th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr G T Storer 19830	Registered inspector	English as an additional language Art Design and technology Physical education	Characteristics of the school Standards School improvement
Mr P Widdowson 13485	Lay inspector		Attitudes, behaviour and personal development Attendance How well school cares for pupils Partnership with parents
Mrs K Hurt 24895	Team inspector	The Foundation Stage Mathematics	Teaching and learning
Mr D Matthews 18505	Team inspector	Information and communication technology Geography History	Leadership and management
Mrs J Morris 13754	Team inspector	Science Music	Curricular and other opportunities
Mrs C Jarvis 27276	Team inspector	Special educational needs Equal opportunities English	Spiritual, moral, social and cultural development

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Regina Coeli is a large Catholic primary school in the Archdiocese of Southwark. The school is situated in a pleasant residential area in South Croydon and serves the local Catholic community. With 404 pupils on the school roll, this school is bigger than other primary schools nationally. The majority of pupils live in the four surrounding parishes. Although unemployment in the area is quite low, a number of families experience hardship and just over six per cent of pupils are eligible for free school meals. This is below the national average. Pupils' attainments on entry to the reception classes are broadly average, although some pupils face difficulties in their learning. There are 52 pupils on the school's register of special educational needs, including one pupil with a Statement of Special Educational Need; this is below average for a school of this size. Over a quarter of pupils comes from ethnic minority families and two per cent speak English as an additional language. This is higher than in most schools nationally.

HOW GOOD THE SCHOOL IS

Regina Coeli is an effective school. The school achieves standards that are above the national average and at least equal to those in similar schools and pupils have good attitudes to their work. The teaching is good with very little unsatisfactory teaching. Pupils are learning well. The school has a curriculum that benefits all pupils. There are good care arrangements and school works in successful partnership with parents. The school has made satisfactory improvements since the last inspection and responds well to the challenges it faces. The headteacher and governors lead and manage the school well and in a way that provides good value for money.

What the school does well

- Standards are well above average in English and above average in mathematics and science when pupils leave the school.
- Teaching is consistently good throughout the school.
- Pupils with English as an additional language make very good progress.
- Pupils have very good attitudes and respond well to the opportunities that the school offers.
- The headteacher and governing body have a clear view of the way ahead and are committed to the school's core values and to raising standards.
- Financial planning and the management of the school's budget and resources are very efficient.
- The school is very successful in promoting pupils' personal development; relationships are very good and provision for pupils' spiritual, moral, social and cultural development is very effective.
- The school works in successful partnership with parents; parents make an important contribution to pupils' learning both in school and in the home.

What could be improved

- Standards of attainment in mathematics are not high enough by the end of Key Stage 1 and throughout the school there are too few opportunities for pupils to use and apply mathematical understanding.
- Teachers' planning does not give enough emphasis to developing pupils' skills of scientific enquiry and so standards in this area are not high enough.
- The school does not make adequate provision for aspects of information and communication technology, design and technology and music; standards are not high enough in these subjects.
- The school does not have consistent assessment procedures and the assessment data that is currently available is not used effectively to highlight strengths and weaknesses in teaching and learning or to identify what pupils need to learn next.
- Senior managers and curriculum co-ordinators do not monitor standards or the quality of the school's provision rigorously enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the previous inspection and has the capacity to improve further. Standards in English, mathematics and science have risen. Teaching has improved; there are more very good lessons and far fewer that are unsatisfactory. The school's accommodation is better than it was and now provides very good facilities for physical education, the performing arts and information and communication technology. There are now policies and schemes of work for all subjects but some of these will need to be

revised to meet current national requirements. The time for science has been increased and allows for better coverage of the curriculum. However, current arrangements for information and communication technology, music and design and technology are unsatisfactory, as pupils are not covering all aspects of the National Curriculum in these subjects. The school's provision for pupils with special educational needs has improved and these pupils make good progress. Governors are more involved in the work of the school but there are still weaknesses in the ways that they and senior managers monitor standards and quality. There are improved procedures for tracking pupils' progress and for the setting of targets to raise attainment. However, the procedures for assessment and the use of assessment information as a guide to planning remain unsatisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	A	A	A
mathematics	C	A	A	B
science	D	C	A*	A

Key	
highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Most children attain nationally expected standards by the end of the Foundation Stage¹. In 2000, test results for pupils aged seven fell from the consistently high standards of preceding years. Differences in the make up of the year group and in particular the greater number of pupils with special educational needs account for some of the fall. There were also problems with continuity; assessment data was not used effectively to meet the needs of pupils of differing abilities and not all made sufficient progress, particularly at the beginning of the school year. Although results for seven-year-olds were well above the national average in writing and above average in reading, they were below average in science and well below average in mathematics. In comparison with similar schools, the 2000 results were above average in writing, below average in reading and well below average in mathematics. Evidence from the work of pupils presently in Years 2 suggests that pupils continue to make good gains in English and that standards in mathematics and science are rising again. At age 11, the 2000 results were well above average in English and mathematics and very high in science. These results were well above those in similar schools in English and science and above average in mathematics. Taking these subjects together, pupils are achieving very well. Many pupils who left the school in 2000 had made very good gains from the levels that they attained at the age of seven. The results in 2000 indicate that high standards are being maintained in English and that standards in mathematics and science are rising. Evidence from pupils currently in Year 6 is broadly consistent with this picture of high standards. There are, however, weaknesses in pupils' ability to use knowledge and understanding of mathematics and science in independent investigations and experiments. Improvements in the school's results are ahead of the national trend. Pupils' attainments in information and communication technology, design and technology and music are below national expectations. This is because current arrangements do not allow pupils to cover all aspects of the required curriculum in these subjects. Pupils achieve satisfactory standards in all other subjects other than art and history, where standards are above those in schools nationally.

¹ The Foundation Stage applies to children from the age of three to the end of the reception year on primary schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic and enjoy coming to school; most work hard and make a real effort to improve.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons is good and there is no evidence of bullying or of any other unpleasant behaviour in the playground.
Personal development and relationships	Very good: pupils treat each other with respect and this contributes to the very pleasant and harmonious atmosphere in and around school.
Attendance	Satisfactory; most pupils attend punctually and attendance is in line with the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good. There is good and very good teaching throughout the school. During the inspection, teaching was satisfactory or better in 97 per cent of lessons. In 64 per cent of lessons the teaching was good, very good or excellent, though this was more evident in Key Stages 1 and 2, where 20 per cent of lessons were very good or excellent. Three per cent of lessons (two lessons) were unsatisfactory. The teaching of the basic skills in English is good and in mathematics is sound, an improvement since the previous inspection. A consistent strength of teaching is teachers' effective management of their pupils. Teachers ensure that pupils are interested, concentrate well and become increasingly independent. This improves the quality of their learning. There are, however, weaknesses in teachers' use of assessment in their planning. In some lessons, all pupils undertake the same task. Planning does not always meet the needs of pupils of differing abilities. Even when teachers take account of differing abilities, planning is often on the basis of broad target levels of attainment and not on what pupils know, understand and can do. This reduces the progress that some pupils make. The teaching of pupils with special educational needs and pupils who speak English as an additional language is effective. This helps pupils with special educational needs to make good progress and achieve satisfactory standards in their work in both key stages and ensures that pupils in the early stages of learning English make rapid gains in confidence and competence. Work for higher attaining pupils is set at a sufficiently challenging level to allow them to attain above average standards in English, mathematics and science, but this does not always extend to other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the many educational visits, visitors, special events and activities outside of school time extend the basic curriculum and add to the quality of pupils' learning, although missing elements reduce standards in information technology, design and technology and music.
Provision for pupils with special educational needs	The organisation of the school's work with pupils with special educational needs has improved. They make good progress.
Provision for pupils with English as an additional language	Good; thorough assessment and planning that closely meets pupils language learning needs ensures that these pupils receive effective support and make very good progress.
Pupils' personal, including spiritual, moral, social and cultural, development	Very good; provision for spiritual, moral and social development is a particular strength, although pupils' learning about people from different cultures should be improved.

How well the school cares for its pupils	This is a caring school in which pupils' well-being is a priority.
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The school's arrangements for promoting regular attendance and for ensuring good behaviour work well. Procedures for child protection are secure. The school receives very good support from parents and many parents make a worthwhile contribution to their children's learning at home and at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher and senior staff provide effective leadership that results in a strong sense of purpose and a good level of teamwork amongst all of the staff.
How well the governors fulfil their responsibilities	Satisfactory overall; governors are increasingly involved in overseeing the school's curriculum, financial planning and staffing and in monitoring of health and safety matters.
The school's evaluation of its performance	The school development plan is effective in its evaluation of the school's performance and in identifying areas for further development. However, some aspects of the monitoring of teaching and learning are not rigorous enough.
The strategic use of resources	Very good; the governing body uses the school's budget and other grants effectively and in the best interests of the pupils.

The school provides good resources and facilities and recent additions to the school's accommodation, such as the performing arts centre and computer suite, improve the quality of pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teachers' high expectations of their pupils. • Parents are comfortable in approaching staff with questions or problems. • Their children make good progress at school. • School helps children to become mature and responsible. • The school is well led and managed. • Teaching is good. • The work that their children are expected to do at home. • Pupils' behaviour is good. 	<ul style="list-style-type: none"> • The range and quality of information parents receive about their children's progress. • The range of activities outside lessons. • Equality of access and opportunity in relation to musical instrument tuition. • Pupils' progress at the start of the school year.

There were 170 questionnaires (42 per cent) returned and 54 parents attended the meeting for parents. Parents' responses overwhelmingly supported the school and the quality of education provided for their children. A small number of parents expressed concerns. The inspection endorses the positive views but, other than pupils' progress at the beginning of the year, finds little evidence to support their concerns. The pupils' annual progress reports are satisfactory. They give parents appropriate information about pupils' strengths and weaknesses and what they need to do to improve. The range and quality of activities that take place outside of lessons are sound. They cover mainly sporting activities, although many pupils also support the recently started chess club. This is not unlike many similar sized schools. Pupils are selected for music tuition on the basis of open auditions conducted by specialist instrumental teachers. This is a satisfactory method of allocating this limited provision. There is some evidence to support the view that pupils' progress slows at the beginning of the school year. This is because the school's assessment procedures and teachers' use of assessment information are not as effective as they should be.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the reception classes, most are attaining standards that are average for children of this age. By the time that they come to the end of the reception year, most reach nationally identified goals² for their age. Children's attainments are above average in personal, social and emotional development and average in communication, language and literacy, mathematical development, knowledge and understanding of the world, in creative development and physical development. In relation to their attainment on entry, children in the reception classes make satisfactory gains in all areas of learning and make good progress in their personal development.
2. In 2000, test results for seven-year-olds were well above the national average in writing, above average in reading, below average in science and well below average in mathematics. In comparison with similar schools, the 2000 results were above average in writing, below average in reading and well below average in mathematics. Other than in writing, results for pupils aged seven fell from the consistently high standards of preceding years. Differences in the make up of the year group and in particular the greater number of pupils with special educational needs account for some of the fall. There were also problems with continuity; assessment data was not used effectively to meet the needs of pupils of differing abilities and not all made sufficient progress, particularly at the beginning of the school year. Additionally, the monitoring of these teaching arrangements was insufficiently rigorous to identify that there were weaknesses in teaching and learning. Evidence from the work of pupils presently in Years 2 suggests that pupils continue to make good gains in English, with standards well above average in speaking and listening and in writing and above average in reading. Standards in mathematics and science are rising again. Most pupils are on course to attain nationally expected standards by the end of Key Stage 1, although the percentage likely to attain the above average level is greater in science than in mathematics. In both science and mathematics, problem solving and investigating are areas of relative weakness.
3. At age 11, the 2000 results were well above average in English and mathematics and very high in science. These results were well above those in similar schools in English and science and above average in mathematics. Taking these subjects together, pupils are achieving very well. Many pupils who left the school in 2000 had made very good gains from the levels that they attained at the age of seven. The results in 2000 indicate that high standards are being maintained in English and that standards in mathematics and science are rising. Evidence from pupils currently in Year 6 is broadly consistent with this picture of high standards. There are, however, weaknesses in pupils' ability to use knowledge and understanding of mathematics and science in independent investigations and experiments that do not show up in test results.
4. Improvements in the school's results are ahead of the national trend. However, there are marked variations in pupils' attainments across the curriculum as a whole. Pupils' attainments in information and communication technology, design and technology and music are below national expectations. This is because current arrangements do not allow pupils to cover all aspects of the required curriculum in these subjects. Pupils achieve satisfactory standards in all other subjects other than art and history, where standards are above those in schools nationally by the end of Key Stage 2.

² Targets for children to achieve by the end of the reception year, comprising knowledge and skills that form a basis for work in the National Curriculum.

5. There are no significant differences in the attainments of pupils of different gender, ethnicity or background. The number of pupils with special educational needs is below average for a school of this size. Despite sound levels of achievement, some face quite profound difficulties that result in below average standard and this affects overall standards as reflected by test results, as for example in Key Stage 1 last year. Nevertheless, pupils with special educational needs make sound progress in most subject areas. Where a pupil has a statement of special educational needs, the good support, closely focused on the individual, results in at least satisfactory progress across a wide range of areas. Pupils for whom English is an additional language make very good progress. Their language learning needs are assessed thoroughly. As a result, they receive specialist teaching and well-planned support from class teachers and classroom assistants that allows them to join in fully and to make rapid gains in confidence, competence and independence.

Pupils' attitudes, values and personal development

6. Pupils of all abilities, including those with special educational needs and English as an additional language, have very positive attitudes towards school, which impact significantly on their good learning. Pupils enjoy coming to school and find the work interesting and challenging. In lessons, they are attentive and concentrate well on the tasks they are given and most work productively in the time given. They are able to share resources and work independently and collaboratively in pairs and in small groups, for example when organising a game of 'fraction Bingo' in a mathematics lesson in Year 3. Pupils willingly participate in discussions and answer questions enthusiastically and this allows teachers to be clear about what they know and understand. After school, many older pupils enjoy participating in the extra-curricular activities including netball, football and cross-country and nearly 50 pupils now regularly attend the chess club. This contributes considerably to their personal development.
7. Behaviour is good. In the classrooms, pupils settle quickly and show respect for their teachers and other pupils. At playtime, pupils are lively and boisterous but there is no evidence of rough or aggressive behaviour, isolation or harassment. At lunchtime, there is a friendly and sociable atmosphere in the dining hall. Pupils are polite and well mannered. They move around the school in an orderly manner, open doors for adults, are helpful to visitors and respect property.
8. Pupils have a clear understanding of right and wrong and are well aware of the standards of behaviour expected of them. Pupils of all ages are very much involved in establishing their own class rules and the school council has recently reviewed and revised the rules for the playground and the dining hall. Pupils consider the impact of their actions on their classmates and develop respect for the feelings, values and beliefs of others. This is very evident in the very good levels of courtesy, consideration and support that most pupils show to each other.
9. Relationships between pupils and between pupils and all adults in the school are very good. Teachers are always accessible and pupils feel secure to approach them with any problems and concerns they may have. Year 6 pupils are paired with Year 3 pupils as prayer partners and with the reception children as reading partners, where they share books and stories on a weekly basis. There are also a number of Year 6 pupils who volunteer to look after the infants at lunchtime. Pupils work and play happily together irrespective of gender, background or ethnic origin. Levels of harmony and inclusion are high.
10. Pupils' personal development is very good. Pupils have individual classroom responsibilities and this is extended in Year 6, where pupils set up equipment in the hall, help in the office at lunchtime and show visitors around the school. Beginning in Year 3, each class elects a boy and a girl as their school council representative. The council meets monthly and allows pupils to put forward their ideas as to how the school can be improved. Membership of the council is changed every term so that the maximum number of pupils is involved. It gives pupils a feeling of ownership of the school of which they feel proud. The school council is

currently organising a competition for the redevelopment of the playground and they have already agreed on the judging panel.

11. Attendance at the school has improved since the time of the previous inspection. Attendance is in line with the national average with a low rate of unauthorised absence. Pupils come to school on time and satisfactory attendance and good punctuality has a positive impact on their attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of the teaching in the school is good with 97 per cent of lessons judged as satisfactory or better. Sixty-four per cent of all lessons were good or better and 20 per cent of lessons in Key Stages 1 and 2 were very good or excellent. The three per cent of unsatisfactory teaching was found in both key stages and was not linked to any one subject. This shows a considerable improvement in teaching from the last inspection report. The quality of teaching is good in the Foundation Stage and Key Stages 1 and 2. There is very good teaching in Key Stages 1 and 2, but particularly in Years 4, 5 and 6 where teachers establish high expectations of work rate and behaviour.
13. The teaching of children under five has improved since the last inspection and is good overall. Teaching is stronger in personal, social and emotional development, communication, language and literacy and mathematical development than in other areas. Staff have a good understanding of the needs of young children and they plan closely together, establishing good routines that give children confidence. They are becoming more familiar with requirements of the Foundation Stage, though this has not had a high priority in school development planning. Teachers lack experience in planning for some aspects, for instance physical development through outdoor play. This means that children have too few opportunities to experiment, practise and gain confidence and they are not as imaginative in their movements as they might be. Teachers forge very good relationships, so that children listen carefully and show a keen interest in their activities. This enables them to manage their classes very well. Particularly effective teaching extends children's personal, social and emotional development well so that they develop positive attitudes to others and their work. They behave well and show good levels of concentration. Staff assess children's attainments carefully, but they do not always use these assessments enough in their planning. Sometimes they plan inappropriate, lengthy recording tasks that do not extend children's knowledge and understanding. Some more able children mark time on similar tasks to others' when they are capable of more.
14. Very good relationships and class management skills are a strength of the teaching throughout the school. Teachers use praise well so that pupils are confident and develop good "can do" attitudes. Lessons proceed without interruptions, and pace is generally good so that no time is wasted. Teachers plan well and are clear about what pupils are to learn, sometimes communicating this effectively to their pupils so that they have shared purpose. This is particularly effective when linked with a discussion at the end of the lesson to ensure that pupils have understood. Teachers use a wide range of strategies including discussion, instruction, observation and games effectively. They use questions successfully to check what pupils know and understand and to encourage them to think more carefully.
15. Pupils show a real interest in their work because teachers provide relevant interesting tasks. However, these are not always adapted well enough for the different levels of attainment in classes and pupils work on the same or similar tasks. Teachers' day-to-day assessments and their records are not precise enough about pupils' attainment to highlight their next steps. Assessment information is not used well enough in planning lessons. This means that in some lessons some pupils struggle to complete tasks that are too difficult, whilst the tasks set for more able pupils are not pitched at a high enough level to extend their learning. This adversely affects their progress in most subjects, but particularly in mathematics.
16. Teachers make good use of the planning materials for the National Literacy and Numeracy

Strategies. They have good subject knowledge in these subjects that they use well to plan for the different segments of lessons. There is very good teaching where teachers set time targets that give pupils a sense of urgency so that they concentrate well and work hard. A Year 6 teacher used this strategy in a mental mathematics sessions where pupils were encouraged to "beat their previous best score" in a timed test. She followed this by questioning carefully to assess their skills when they checked their answers. Pupils explained their strategies for calculating quickly which reinforced their own skills and helped others find more effective methods. The teacher strengthened areas of weakness by additional explanations. As a result their mental agility improved considerably during the lesson. Teachers are generally less confident and secure about teaching information technology. Although some good teaching, mainly by the co-ordinator, was seen during the inspection, many teachers do not have the skills to teach the subject well. They do not plan carefully enough to develop pupil's skills in all aspects of the subject or to provide opportunities for pupils to use information technology in other subjects. This weakens their progress and accounts for below average standards in both key stages.

17. Unsatisfactory teaching is relatively rare, and is related to inadequate, confused lesson planning and muddled explanations that leave pupils unsure about what they are to do. This means that they lose interest and concentration, wasting time and learning very little in such lessons.
18. The teaching of pupils with special educational needs is good, as is the teaching of pupils who speak English as an additional language. Each pupil has a detailed individual education plan, which teachers and classroom assistants follow carefully. Teaching is effective due to the good relationships between adults and pupils. This builds the confidence of pupils with special educational needs and of pupils in the early stages of language development and enables them to join in fully with most activities and to make good progress.

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

19. The school has effectively addressed some of the weaknesses identified in the previous inspection. Time allocations for science have been increased appropriately and policies and schemes of work for all subjects have been adopted in an attempt to guide planning and to ensure that pupils' learning builds on what has gone before. The quality and range of the curriculum provided by the school is satisfactory and promotes the aims of the school well. The curriculum meets statutory requirements although schemes of work require further modification to ensure that they meet fully the requirements of the revised National Curriculum and ensure balanced coverage of different elements within the subjects. The provision for homework is good for pupils at both key stages.
20. The school's curriculum makes sound provision for children at the Foundation Stage. The Foundation Stage curriculum enables children to attain most of the early learning goals and leads naturally into the work at Key Stage 1. There are however some weaknesses in the provision for children's physical development as teachers do not plan enough activities to develop children's imagination and physical skills in outdoor play.
21. The school's planned curriculum at Key Stages 1 and 2 is sound. There is appropriate provision for all subjects of the National Curriculum and the school provides religious education in accordance with the agreed syllabus. However, there are weaknesses in the balance of coverage within some subjects that adversely affect pupils' learning and result in unsatisfactory attainment and progress. There are insufficient opportunities for pupils to develop independence and investigative skills in mathematics and science. The school's planning does not cover adequately all aspects of information technology, design and technology and music. Some elements receive insufficient emphasis or are omitted. This limits the development of pupils' skills, knowledge and understanding in these subjects.

22. National strategies for teaching literacy have been introduced successfully and contribute effectively to the improvements in the teaching and learning of English and to the raising of standards of attainment. The recently introduced National Numeracy Strategy is proving to be effective in developing pupils mathematical skills but planning is not fine-tuned sufficiently to meet the needs of all pupils.
23. Although the school has a detailed policy for equal opportunities, not all pupils have equal access to the curriculum. A large number of pupils leave classes to attend music tuition. Pupils with special educational needs are withdrawn for support in English or mathematics during other subject lessons. Pupils attend these lessons at the same time each week. These arrangements cause them to miss their full allocation of other subjects of the curriculum on a regular basis and this is unsatisfactory. Parents expressed concern about the selection of pupils for music tuition. Pupils are selected for music tuition on the basis of open auditions conducted by specialist instrumental teachers. This is a satisfactory method of allocating this limited provision.
24. The school makes good provision for pupils' personal and social and health education, including sex education and drugs awareness, which is taught as part of science and within the context of caring relationships. Teachers present pupils with accurate information, which promotes positive attitudes to a healthy lifestyle. Pupils in Key Stage 2 learn about the dangers of drug misuse through a visit to the school by a theatre group whose aim is to promote drug awareness amongst children. Sex education based on Catholic values is taught from Year 4 onwards. It is delivered appropriately in mixed and single gender groups and is organised by the class teacher with input from the school nurse. The school has a coherent plan, called Footsteps, which helps to formalise this area of pupils' learning.
25. The curriculum for pupils with educational needs and for pupils who speak English as an additional language is good and enables them to make good progress. These pupils are identified through careful monitoring; teachers assess their needs accurately and set appropriate targets in their individual education plans. Teachers and classroom assistants support pupils with special educational needs very well in groups and within classes. The school makes good use of local expertise and facilities, for example, the Literacy Centre to further support the needs of some pupils. The very small numbers of pupils who have English as an additional language participate in all the school's opportunities and do not require additional curricular provision.
26. Extra-curricular provision is satisfactory and pupils take part in a range of sporting and other activities, which are mostly outdoors. Pupils participate in clubs during the lunch hour and after school, where they learn to play the recorder, sing in the choir, and play football, netball, and chess. However, there are no opportunities for extra-curricular activities for the pupils in Key Stage 1. Pupils take part in various sporting and musical activities with other schools and the local community, where they are often very successful at winning trophies.
27. Visitors to the school and a range of visits made by pupils enhance the basic curriculum and bring pupils' learning to life. Visiting poets and storytellers enhance pupils' imagination and literary interests, while an experienced gemmologist provides good hands-on experiences for pupils in Key Stage 1. An annual visit by Croydon Sports Partnership reinforces pupils' knowledge of the need for exercise in order to keep fit and active. Pupils visit the theatre, museums, farms and zoo, and Hampton Court Palace, to support and enrich many areas of the curriculum. All pupils in Year 6 take part in a residential visit to the Isle of Wight, where first-hand experiences of many aspects of the curriculum makes learning more meaningful and helps to further develop pupils' social skills. There are good links for pupils and staff with partner institutions, such as local nursery, secondary and special schools. These good links help to prepare pupils well for their transfer to their next stage of education.
28. In the last inspection, the school's provision for pupils' spiritual, moral, social and cultural

development was good. The provision has strengthened and is now very good overall. The attitudes and values embodied in the school's aims and mission statement pervade the school. The headteacher and staff value every member of the school family and this acts as a good example to pupils. The school provides a very caring environment in which the personal development of pupils is a high priority. The very good provision for their spiritual, moral, social and cultural development makes a significant contribution to pupils' learning.

29. Daily acts of collective worship provide pupils with opportunities to deepen their understanding and beliefs in Christianity, and presenting assemblies to one another enables pupils to share their experiences and extend their knowledge of other world faiths. The sensitive saying of prayers at various times of the day and opportunities to reflect on them promote pupils' spiritual development well. Displays round the school encourage pupils to express their thoughts and feelings. The joy of singing in assemblies, hymn practice and when preparing for the Christmas concert creates a spiritual atmosphere. Religious education makes a very important contribution to pupils' spiritual development and other subjects provide pupils with moments when they experience the joys and mysteries of the world. For example, in a Year 4 English lesson, the music 'Danse Macabre' inspires pupils to write poetry.
30. The provision for pupils' moral development is very good. All staff help pupils understand the difference between right and wrong and pupils are handled sensitively and firmly when they do wrong. Teachers explain to pupils why certain actions and behaviour are unacceptable and pupils show respect for this approach. Pupils devise their own classroom rules and, through the school council, have revised the playground rules and sanctions for playtime and lunchtime. Pupils understand the need for rules and know that teachers enforce them consistently. A very clear ethos and high moral principles reinforce the importance of respecting one another.
31. The provision for pupils' social development is very good. There are a number of occasions, such as lunchtimes, reading sessions and preparation for first communion, when older pupils partner younger ones. Other pupils elect the school council and many pupils have the opportunity to take part. As well as raising money for their own school, pupils support a wide range of charities including Barnados, the NSPCC and the Catholic Children's Society. Pupils learn to consider others when examining their feelings about friendship or taking part in the residential visit in Year 6. Pupils compete in numerous local festivals and concerts, such as Croydon Choir Festival and Purley and Coulsdon Creative Arts Festival, when they have opportunities to meet other people from the community.
32. The provision for pupils' cultural development is good. Pupils learn about Britain's cultural development through history and some aspects of world faiths through religious education lessons and assemblies. They experience a wide range of educational visits, including art galleries, museums and places of historical or geographical interest. Theatre groups, poets, librarians and story tellers stimulate pupils' interest in literature and the arts. Displays celebrate the diversity of the background of pupils' parents. However, there are too few opportunities for pupils to consider and come to terms with the differences in people's religions, cultural heritage and ways of life in a multi-cultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school provides a safe and caring environment for its pupils and staff and this helps to create a positive atmosphere and a good climate for learning. The school's good practice in matters of pupils' welfare stems from the governing body's detailed health and safety policy. The site manager, deputy headteacher and health and safety governor conduct an annual health and safety audit of the school. They record any issues and the site manager takes action, which is monitored by the governing body. There are good procedures for dealing with accidents and four members of staff are qualified in First Aid. All accidents are recorded appropriately. Pupils with special medical needs are well known to all staff who carefully follow the school's policy on dispensing medicines to pupils.

34. The school has an effective child protection policy, which is consistent with the local authority's agreed procedures. A named member of staff responsible for child protection ensures that staff are aware of the procedures to be followed. However, there are no written guidelines on how to recognise children who might be at risk and the issue has not been covered recently as part of staff training.
35. The school's procedures for promoting good behaviour work well. Staff follow the school's detailed behaviour policy and apply the system of rewards and sanction consistently throughout the school. The recently introduced ACE points, which are awarded for achievement, community involvement and effort are particularly valued by pupils, who wear the badges presented to them with pride. Pupils, parents and staff do not perceive bullying as a problem because the headteacher deals effectively with any reported incidents. Whilst there is no anti-bullying policy, the school's expectations are implicit within the behaviour policy and the school's core values are so pervasive, that the issue of bullying seldom arises.
36. Registration procedures are computerised and the school secretary effectively monitors attendance. The school works closely with the Education Welfare Officer, parents and pupils to improve levels of attendance and punctuality and the attendance rate has improved slightly since last year.
37. The school provides effective support and guidance for all its pupils including those with special educational needs and English as an additional language. In Year 6, pupils attend a junior citizens day which is organised by the emergency services where pupils learn about personal safety and are advised on how to deal with a range of potentially dangerous situations.
38. Teachers know the pupils well and monitor their personal development effectively. Pupils' annual reports provide useful information to parents about attitudes and behaviour and about social and spiritual development. Pupils make their own comments on what they consider have been their most significant achievements during the year and set their own targets for further development.
39. The procedures for assessing pupil' attainment over time are unsatisfactory and teachers' use of assessment to guide curricular planning is poor. When children enter school at the Foundation Stage they are assessed in relation to the early learning goals using a procedure designed specifically for this age range. In the intervening years between the national tests in Year 2 and Year 6, the school uses optional tests for Years 3, 4, and 5, for English and mathematics as well as tests for reading and reasoning. The school uses the data obtained to set appropriate targets for each pupil in English and mathematics, particularly at the end of Key Stage 2, and to identify which pupils require further support in "booster" classes. However, test results are not analysed by the outcomes in individual questions in order to identify and correct specific weaknesses in teaching and learning.
40. Teachers do not consistently and systematically assess pupils' attainment and progress in core and foundation subjects, either on a daily or weekly basis or once units of work are completed. Information noting pupils' strengths and weaknesses is not always available to match planning and therefore teaching to what pupils need to learn next. This is unsatisfactory as it reduces the progress that some pupils make. The exception is in Year 6 science, where previous end of key stage and other tests are used to identify weaknesses in pupils' knowledge and understanding of the subject. However, these do not include the identification of weaknesses in the development of pupils' scientific skills.
41. Teachers use schemes of work to guide them in their curriculum planning. This is effective for English and mathematics as the National Literacy and Numeracy Strategies help teachers plan work to meet the needs of pupils of different levels of attainment. However, teachers usually plan these different tasks are on the basis of broad target levels and not on the basis of a clear understanding of what pupils know, understand and can do. Teachers do not

sufficiently adapt schemes to meet the needs of all pupils and often plan to meet the needs of only one, or sometimes two groups in the class. As a result, work may be too easy or too difficult for some groups of pupils. This results in a lack of progress and pupils not achieving standards of which they are capable.

42. The school does, however, have models of planning that meet the needs of individual pupils well and that is based firmly on the effective use of assessment. The school's provision for pupils with special educational needs fully conforms to the Code of Practice³. It makes good provision for a pupil with a statement of special educational needs. Careful assessment and monitoring tracks pupils' progress towards the targets in their individual education plans. The school informs parents of any concerns regarding their children and encourages them to be involved at all stages. The effective use of assessment information also forms the basis of the very good support that the school provides for pupils with English as an additional language. Teaching relates very closely to the pupils' immediate language learning needs and this enables them to make very good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school continues to have a very effective partnership with parents and this improves the quality of learning and the progress the pupils make. Parents are very supportive of the school and the majority feels that their children receive a good education in a safe and caring environment.
44. The school provides good quality information to parents through the school brochure, the governors' annual report to parents and weekly newsletters. The school keeps parents up to date on what is taught at school with a programme of topics for the year for each year group. However, there have not yet been any curriculum evenings for parents to learn about the implementation of numeracy and literacy strategies. Pupils' annual progress reports give parents a good indication of what their pupils know and understand and the progress they are making. They also indicate how pupils can improve so that parents can support their children's learning in the home. Parents are encouraged to contact staff if they have any problems or concerns and the headteacher is almost always available to talk to parents. The school involves parents of pupils with special educational needs in their children's review meetings and keeps them informed about their learning targets so that they too can help at home. An appropriate home school agreement has been introduced and 96 per cent of parents have already shown their approval by signing up.
45. The school's links with parents are very effective. A significant number of parents are very actively involved in the school and help with reading, the library, swimming, outside visits and residential trips. Parents also help with extra-curricular activities including the chess club, netball and football. This level of support provides pupils with additional opportunities and so adds to the quality of their learning. The majority of parents support their children at home by ensuring that homework is properly completed and by helping their children with more ambitious projects. Parents make good use of the contact book in Key Stage 1, where there is strong dialogue between home and school. The school values the contribution that parents make to their children's learning.
46. There is a very active Friends Association, which raises over £15,000 annually through a range of social and fund raising activities held throughout the year. They support the school through the purchase of equipment and improving facilities. Recent purchases have included new books, computers and classroom equipment and money has also been used to subsidise music tuition and residential trips. The next project to be funded by the Association

³ Code of Practice - this gives practical advice to schools and local authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

will be the refurbishment of both playgrounds and plans are already well under way. Their contribution to the school is significant and is valued by the staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management provided by the head teacher and key staff are good. The head teacher has a clear sense of direction that has effectively fostered the school's satisfactory improvements since the last inspection. The headteacher, governing body and staff share a strong commitment to succeed and work together as effective teams. With the valuable support of parents, they create a very caring community that very effectively promotes pupils' very good relationships, personal development and attitudes to school. Governors and senior staff have a good awareness of the trends in pupils' performance when compared with schools nationally and with similar schools. They carefully track pupils' attainments and progress at the end of each key stage and set realistic targets for the raising of attainment. However, as yet this analysis does not lead to a clear understanding of the reasons for any discrepancies in attainment, for example between test results at the end of Key Stage 1 in 1999 and 2000. Opportunities are therefore missed to identify relative weaknesses in the school's provision and to correct them.
48. The school has agreed aims and values that are firmly based on Catholic principles. These are set out clearly in its mission statement that is effectively communicated to pupils and to parents in the school prospectus and in prominent positions around the school. The governors, headteacher and all staff are successful in ensuring that the school's values are reflected very well in its life and work. For example, the particular emphasis on concern for others gives rise to the very good relationships that are sustained throughout the school.
49. The school's priorities for development are chosen well. They are clearly set out in its development plan, together with specific targets and appropriate action plans to help it to achieve its intentions. There is a suitable focus on national initiatives such as literacy, numeracy and recent changes to the National Curriculum. There are also areas for development that are specific to the school, including 'unfinished business' from the last inspection. Whilst the school generally takes action to meet its targets, and overall improvement is satisfactory, it has yet to address fully some of the issues in its action plan from the previous inspection. These include the revising of schemes of work, the raising of standards in information and communication technology, the extending of monitoring arrangements and the use of assessment as a guide to planning. The current school development plan, in which very effective financial planning clearly identifies the cost of each initiative and links spending with priorities, increases the schools' capacity to improve these areas of its work and adds to the likelihood of success. However, the school's current development plan does not include reviews of progress towards past targets. It is therefore difficult for governors to measure progress and consider new priorities. The head teacher is aware of this weakness and plans to remedy it.
50. The governing body is effective in fulfilling its responsibilities. It is well organised, with a full complement of members. When appointing new governors, the governing body carefully considers the strengths of individuals and in this way achieves a good range of skills that are used effectively to support the school. This, along with on-going training is adding to governors' effectiveness in overseeing the work of the school. The governing body maintains a suitable committee structure in order to share its duties, involve all governors and gain a clear view of the school's strengths and weaknesses. Since the last inspection, the governors have increased their involvement. The governing body has a positive role in shaping the direction of the school. The governors increasingly ask challenging questions to ensure that proposals are well founded and in the best interests of the school. They are suitably supported by the headteacher in developing their role as 'critical friend' to the school. The school's development plan expresses a commitment to further develop the role of governors in overseeing the curriculum. Although some governors have been allocated to oversee various subjects, not all subject co-ordinators are aware of these links, nor the potential for their positive impact on the curriculum. Designated governors maintain an overview of the

school's provision for literacy, numeracy and for pupils with special educational needs, and contribute effectively to the monitoring of these areas.

51. A range of responsibilities is suitably delegated to staff, so that the teachers with management responsibilities contribute satisfactorily to the standards of care and provision that pupils receive. Although there have been improvements since the last inspection in the monitoring, evaluation and development of teaching and learning, this process is still unsatisfactory. The head teacher and the core subject co-ordinators have observed teaching and individual teachers have been given targets for development, but the process has been insufficiently rigorous. As a result, some common weaknesses in teaching and learning have not been identified and corrected. For example some teachers in both key stages do not plan work that accurately matches pupils' differing levels of attainment. This weakness has not been identified and fully remedied through observing teaching or from analysing pupils' work. Co-ordinators' roles in evaluating the effectiveness of teachers' day-to-day assessment of pupils' work are insufficiently developed to make an impact on this ineffective area of provision.
52. The management of the provision for pupils with special educational needs and for pupils for whom English is an additional language is good. The co-ordinator closely monitors the results of statutory and optional tests carried out by the school to identify pupils with special educational or language development needs. Good liaison with the school staff helps track pupils' progress towards the targets in their individual education plans.
53. Very careful financial planning supports the school's educational aims and objectives well, so that all allocated financial resources, including specific grants, are very effectively used to benefit the current pupils at the school. As a result, there is very little unspent capital. Governors take careful account of the school's priorities, as well as historical spending patterns, when allocating financial resources. They are very keen to ensure that grants for specific purposes, such as those for numeracy development and those for pupils with special educational needs, are targeted accurately at the designated areas. The bursar is very efficient in maintaining records that monitor on-going expenditure and in ensuring that finances are fully used for their designated purposes. The school uses new technology very well to manage its financial resources. The governing body applies the principles of best value very effectively in seeking value for money in its spending decisions. The school's recently formulated policy on the principles of best value places strong emphasis on quality and fitness for need as well as cost effectiveness. This is reflected in practice, for example in the governing body's debate about whether or not to buy or to lease information technology equipment. The school has not recently received an audit of its financial procedures, but all the issues from its previous audit have been addressed or are being addressed.
54. There is a good match of teachers and support staff to the demands of the curriculum. A number of teachers are very experienced and some have been more recently trained. This provides an appropriate balance within the teaching team. Other adults make an effective contribution to the life of the school and the well being of the pupils. Support assistants make an effective contribution to pupils' learning, particularly in numeracy, literacy and in the Foundation Stage. The school secretary competently supports the smooth day-to-day running of the school. The good levels of adult support for pupils with special educational needs, including the pupil with a statement, enable them to make good progress. To enable it to meet its curriculum development targets, the school identifies the whole-school training needs of staff, some of which relate to weaknesses identified at the last inspection. However, there is no secure strategy, such as appraisal, that effectively identifies suitable targets for all individual teachers to help them to improve the quality of their teaching. The governing body's draft performance management policy aims to address this. Arrangements for supporting teachers who are new to the school are effective. Newly qualified teachers observe colleagues in Regina Coeli and other schools. Colleagues observe them teach and they are allocated a mentor. Some opportunities are missed to further improve support to newly qualified teachers by ensuring that there are regular set times for enabling concerns to be shared with the mentor, particularly in their early weeks at the school.

55. The accommodation is good and allows the curriculum to be taught effectively. The main building is an old Victorian house that has kept many of its original features including a set of stained glass windows depicting Shakespearean characters. This building houses a large library situated on the ground floor, the Year 2 and Year 6 classrooms, the office accommodation and the First Aid room. Around the main building have been constructed additional classroom blocks and the recently completed hall for performing arts. The hall now provides an excellent facility for music, drama and physical education and is used for whole school assemblies and as the dining area. All the classrooms are spacious and are decorated with displays and examples of pupils' work. There are specialist rooms for music tuition, an information technology suite and ample room for storage. Pupils and staff make effective use of the facilities available and there is very good support from the site manager and his staff in providing clean, attractive and well-maintained classrooms and shared areas. Outside there are separate playgrounds for Key Stage 1 and Key Stage 2 which, although adequate in terms of size, are beginning to show signs of wear and tear and do not provide a particularly stimulating outdoor environment. Funds have already been allocated for refurbishing the playgrounds and the school council has initiated a design competition. Adjacent to the playground there is an area of grass and woodland, which contains an environmental area with a pond which is used for geography and science. The school has access to adjoining playing fields for football and athletics and makes use of the indoor pool at a local secondary school for swimming.
56. The quantity and quality of resources are satisfactory in most areas of the curriculum, although there are some shortages in mathematics, design technology and in outdoor play equipment for the Foundation Stage. The library is well stocked with a range of fiction and non-fiction books by established and new authors and funds have already been allocated to upgrade non-fiction books in the school. These resources support pupils' learning effectively in most areas of the curriculum. The school has recently purchased new science equipment and there are plans to purchase additional physical education apparatus for the new hall. The information technology suite and all the classrooms are well resourced with computers. However, these resources are not yet in full use as staff are awaiting training in their use across the curriculum. The school makes good use of local museums, art galleries and places of historical and geographical interest as a resource to support pupils' learning and pupils with special educational needs have access to the SENNS Literacy Centre.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to extend the school's current achievements, the governors, headteacher and staff should jointly:

- (1) Raise standards in mathematics, particularly by the end of Key Stage1, by:
 - i) ensuring that tasks are carefully planned to match the learning needs of pupils of differing levels of attainment in the class;
 - ii) giving more emphasis to investigative methods of teaching and learning;
 - iii) providing more opportunities for pupils to use and apply their mathematical understanding in other subjects.(Paras:2, 3, 21, 78, 80.)

- (2) Improve pupils' skills of scientific enquiry by:
 - i) giving pupils in Key Stage 1 more frequent opportunities to investigate simple scientific phenomena;
 - ii) allowing pupils in Key Stage 2 to plan and conduct their own independent experiments and investigations;
 - iii) ensuring that teachers regularly assess pupils' investigative skills and plan more systematically for their development in both key stages.(Paras: 2, 3, 21, 84, 86, 87, 90, 91.)

- (3) Raise standards in information and communication technology, design and technology and music by:
 - i) ensuring that staff training provides teachers with the knowledge, understanding and skills to teach these subjects well;
 - ii) ensuring that subject planning secures a more balanced coverage of all aspects of these subjects.(Paras: 4, 21, 96, 99, 109 - 113, 115, 117.)

- (4) Improve the school's assessment procedures and the ways in which teachers use assessment information in their planning by:
 - i) analysing information from National Curriculum and optional tests more thoroughly in order to identify weaknesses in teaching and learning;
 - ii) introducing the regular and systematic assessment and recording of pupils' attainment and progress when they complete units of work;
 - iii) using daily, weekly and half-termly assessments to match work more closely to what pupils of differing levels of attainment need to learn next.(Paras: 2, 13, 15, 39 - 41, 60, 75, 82, 84, 91, 103, 119.)

- (5) Improve the monitoring of standards and quality throughout the school by:
 - i) ensuring that the school's senior managers monitor the quality of teaching, learning and initiatives in the school development plan, more rigorously;
 - ii) introducing arrangements that allow subject co-ordinators to sample pupils' work and to observe teaching in order to identify and correct weaknesses in their subjects.(Paras: 2, 47, 51, 77, 83, 92, 95, 103, 108, 119.)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Strengthening planning to give greater emphasis to the multicultural dimension of pupils' learning. (Para:32)
- Ensuring that pupils who attend learning support or instrumental tuition receive their full entitlement to all subjects in the curriculum. (Para: 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor	ungraded
1	16	47	30	3	0	0	3

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		404
Number of full-time pupils eligible for free school meals		26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		52

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence	%
School data	6.0
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	27	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	24	26	24
	Total	48	50	48
Percentage of pupils at NC level 2 or above	School	83 (97)	86 (97)	83 (98)
	National	86 (82)	88 (83)	93 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	24	24
	Girls	26	24	24
	Total	51	48	48
Percentage of pupils at NC level 2 or above	School	88 (95)	83 (97)	83 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	30	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	23	26
	Girls	28	25	30
	Total	52	48	56
Percentage of pupils at NC level 4 or above	School	90(92)	83(81)	97(86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	25
	Girls	25	24	25
	Total	47	47	50
Percentage of pupils at NC level 4 or above	School	81 (84)	81(78)	86 (79)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	5
Black – other	1
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	246
Any other minority ethnic group	85

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	141

Financial information

Financial year	1999 / 2000
	£
Total income	785104.00
Total expenditure	788469.00
Expenditure per pupil	1952.00
Balance brought forward from previous year	17160.00
Balance carried forward to next year	13795.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	404
Number of questionnaires returned	170

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	1	0
My child is making good progress in school.	51	42	2	1	4
Behaviour in the school is good.	48	46	2	0	4
My child gets the right amount of work to do at home.	41	50	7	1	1
The teaching is good.	54	40	2	0	4
I am kept well informed about how my child is getting on.	39	45	11	1	4
I would feel comfortable about approaching the school with questions or a problem.	62	34	3	1	1
The school expects my child to work hard and achieve his or her best.	54	41	2	1	2
The school works closely with parents.	43	46	8	0	3
The school is well led and managed.	56	38	2	1	3
The school is helping my child become mature and responsible.	54	40	2	0	4
The school provides an interesting range of activities outside lessons.	26	36	23	3	13

Other issues raised by parents

A small number of parents at the pre-inspection meeting for parents expressed a concern relating to pupils' equality of access and opportunity with respect to extra-curricular music lessons.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children enter the reception classes between the ages of four and five, attending part-time initially. The attainment of children on entry covers a wide range but is broadly average overall. This is confirmed by the initial assessments teachers make. These are thoroughly discussed with individual parents, which establishes an effective partnership between home and school. A very good, programme of visits and meetings supports children and their parents very well on entry to the school, and helps children settle quickly and confidently in both classes.
59. The quality of teaching has improved since the last inspection and is now good overall. Relationships are very good and both teachers manage their classes very well. Each class benefits from the support of a nursery nurse who works alongside the class teacher in planning, assessing and leading activities. This means that children are effectively supported, particularly when engaged in group activities like making a Christmas angel from card and glue. By the time they are ready to start in Year 1, the majority of children achieves well and attains the early learning goals in each of the areas of learning. Children's personal, social and emotional development are promoted particularly well. Teaching in this aspect is very good and many children exceed the goals established for their learning.
60. Teachers regularly assess children's attainments and know their children well. The school has only recently adapted its planning for children in the Foundation Stage. Staff have received little training, but planning for most areas is sound overall with some improvements needed in planning for physical and creative development. Teachers ensure that children with special educational needs or English as an additional language are well supported and this helps pupils with learning difficulties to make good progress and those at an early stage of English language acquisition to make very good progress. Recording systems lack consistency, and teachers do not always use this information well enough in their daily planning for the other groups and individuals in their class. For instance, some activities are time consuming and do not extend children's learning enough.

Personal, social and emotional development

61. Children make good progress in this area and soon learn to follow instructions and the well-established routines in their class. They gain confidence in moving around the activities. They learn to co-operate when playing together, for instance working together to build a castle in the sand tray. They share equipment such as glue sticks and staplers fairly, and patiently wait their turn and listen carefully when others are playing musical instruments. They concentrate for quite long periods of time. The children show a keen interest and enthusiasm for learning, for example, when going on a 'Bear Hunt' or talking about their favourite stories. Sometimes children repeat activities they have enjoyed by themselves. Teachers ensure that resources are available and easily accessible, so that children learn to work independently. For example, a child decided to make another angel by himself. He independently collected the materials and tools, and persisted very well until he was very proud of the model he created. Adults praise children's efforts and this gives them confidence in their abilities. They set good examples, always treating each other and the children kindly and with respect. This establishes a good basis for later learning, and reflects very well in the very good relationships in both classes.

Communication, language and literacy

62. Most of the children are on course to attain the national targets established for their age by the end of the Foundation Stage. All the adults encourage children to talk about their activities and listen carefully when children are speaking. Their effective questions encourage children

to explain their ideas. For instance, when sorting pictures of different electrical appliances they describe where each is used in their home. Already some children confidently speak in assemblies. Teachers use parts of the Literacy Framework well, so that children develop a keen interest in stories and knowledge of letter sounds. They encourage children's emerging writing skills by encouraging them to "have a go" at writing a shopping list or a letter for the giant when they act out the story of Jack and the Beanstalk. The children practise early writing; they make marks, and sometimes write recognisable letters and their names. Children handle books carefully, turning the pages from front to back and confidently "telling the story". They remember the story line and take great pleasure in saying "Fee, Fi, Fo, Fum" expressively in the class story of Jack and the Beanstalk. However, they show little interest in the text and few can read the labels around the classroom.

Mathematical development

63. Sound teaching in this area helps children develop secure mathematical skills so that the majority attains the expected levels by the beginning of Year 1. Short, daily sessions help children to count accurately to 10, and sometimes 20, and back again. They learn to calculate "one more than or one less than" with numbers to 10. Teachers promote a different number each week and during the inspection children gained a secure knowledge of the value of eight through a range of different activities that included a teacher adapting her story-telling to include " eight gold coins, eight buttons and eight beans" in the story. Children develop a growing awareness of shapes and many accurately identify the common ones, such as square, circle and rectangle. Some able children know the number of sides and corners on different shapes and count the totals of each on the patterns they produce.

Knowledge and understanding of the world

64. Children enter the school with varying levels of general knowledge. They learn more about the world through the interesting topics they cover in the reception classes and most children attain the expected standards in this aspect. Through topics such as 'old and new' and 'homes', they gain a deeper understanding of the passing of time and about their homes, such as the uses of different rooms. This helps them when they explore the uses of electricity so that they correctly identify where different domestic appliances are to be found in their own homes. They begin to classify these simply, for instance those that use electricity and those that do not. However, children sometimes spend too much time on inappropriate recording activities, such as cutting out and sticking pictures. A few children use the computer confidently, using the mouse carefully to move around the screen to make a line pattern, but this was not a regular feature of the lessons seen. In both classes children become adept in joining things together to create recognisable structures. They make models of their own home from recycled materials and construction apparatus.

Physical development

65. Children develop good skills in manipulating scissors, paintbrushes and pencils. They take great care when cutting out and drawing around shapes. There is a good outdoor play area available for children in the reception classes, but it is not used enough because teachers do not plan enough activities to develop children's imagination and physical skills in outdoor play. Children learn to run, skip and jump using space carefully in sessions in the hall. They develop a sound sense of balance when moving along a bench. However, these activities are sometimes over directed by teachers and children do not try to vary and make their movements more interesting. The school has recently realised these weaknesses in its provision and is already planning to improve resources, such as wheeled toys and climbing equipment to enable children to develop skills in moving, steering, riding and climbing. Whilst sound teaching enables children to attain some of the targets for their physical development, they could do better.

Creative development

66. Most children attain the levels expected for their age in creative development and teaching is sound. Children are particularly able in role-play because this is promoted well in both classes. Teachers provide a good range of props and stimulate imaginative play through well-chosen stories. They ensure that children have plenty of opportunities to act out their own stories in the role-play corner. Children take on the roles of Jack, his mother, the giant and his cook acting out their stories and adapting their voices for the different characters. They enjoy singing well-known songs and rhymes, remembering the words and singing tunefully. Children paint interesting self-portraits with recognisable eyes, noses and other features. More able children show even greater detail, adding fingers and teeth. However, teachers directed most of the activities seen during the inspection. This limited children's opportunities to use materials and tools in their own way to develop their own ideas.

ENGLISH

67. Standards in English have improved considerably since the previous inspection. The results of the most recent national tests for seven-year-olds show that standards in writing were well above national averages and above similar schools. In reading, pupils' standards were also above national averages but below similar schools. In the current Year 2 classes, pupils' levels of attainment in reading, writing, speaking and listening are above expected levels. Results in the most recent tests for pupils aged eleven show that pupils achieved standards well above national averages and well above similar schools. Inspection findings reflect the test results. Pupils in Year 6 are on course to attain well above expected levels by the time they leave the school. Test results have risen significantly in the last three years, at a rate that is above the national trend, and the school exceeded its targets for raising standards of attainment in English this year.
68. Pupils enter the school with broadly average attainment in reading, writing, speaking and listening. Effective teaching builds on this attainment and pupils achieve well enabling them to reach high standards by the age of 11. The effective implementation of the National Literacy Strategy has contributed to the improved standards, particularly in writing, a weakness identified at the last inspection. Pupils experience a wider range of writing, a balance of grammar exercises and opportunities to practise their learning.
69. Pupils' speaking and listening skills develop very well as they progress through the school. Pupils learn to articulate their thinking through whole-class sessions and during group work. For example, in Year 1 in a 'hot seating' session, pupils asked searching questions of a pupil taking on the role of the teddy bear and he answered clearly and imaginatively. Teachers encourage pupils to extend their answers, for example explaining their strategies for solving mathematical problems. As a result, older pupils express their ideas clearly, use a wide vocabulary and explain things to the class enthusiastically. This was seen to good effect in Year 6, where pupils evaluated each other's autobiographical writing and explained why they found it interesting. Pupils listen thoughtfully and attentively, and take account of other's views. Pupils use these skills effectively in planning group activities and class discussions. Teachers provide some opportunities for pupils to debate, such as in the Year 5 history lesson, when pupils put forward theories and tested ideas about historical evidence, and this contributes to their learning in other subjects. The school does not have scheme of work for speaking and listening and as a result, teachers do not always plan systematically to develop pupils' abilities. Some opportunities to extend pupils' speaking and listening skills are missed, but this does not detract from the very good progress that most pupils make.
70. As they move through the school, pupils make good gains in reading and achieve high standards by the end of Key Stage 2. The group reading sessions at the beginning of every afternoon, develop pupils' confidence, fluency and expression, and deepen their understanding. This contributes to improving standards in Key Stage 1 and the high standards in Key Stage 2. Most pupils enjoy reading and select books to meet their interests

and aptitude, expressing preferences from an early age. They use pictures and letter sounds to help them tackle unfamiliar words, and read with increasing fluency and accuracy. A Year 5 pupil changed her voice to represent different characters in C.S. Lewis's 'Narnia', whilst another appreciated the ironic humour in 'Horrible Histories'. Pupils deepen their understanding of texts so that by the end of Key Stage 2, they compare texts critically and select sentences and phrases to justify their opinions. Year 6 pupils interpret the spoken language of the giant in 'The BFG' and explain his misconceptions. Most pupils, including those with special educational needs, have the appropriate reading skills to enable them to cope with the demands of the curriculum. Higher attaining Year 2 pupils and most pupils in Key Stage 2 have a secure understanding of how to find information from a range of sources and know how to use the library.

71. Standards of writing are high throughout the school. Pupils in Year 2 write their personal news and stories in logical sentences using interesting vocabulary. The average and above-average pupils mainly use capital letters and full stops and show an awareness of other forms of punctuation. They confidently attempt spelling of words such as biscuit and squirrel. Lower attaining pupils, including those with special educational needs, have weak spelling and punctuation skills. By the age of eleven, pupils' writing is imaginative and lively. For example, when writing an autobiography as Charles Dickens, they included interesting opinions to express his emotions as he grew up in Victorian England. They have a good grasp of punctuation with many above-average and average pupils using paragraphs. Stories include character descriptions and a balance of action and speech. Pupils use different forms of writing well, as for example when they made a book following a residential visit to the Isle of Wight and included an expressive diary, poetry, a historical account and letters.
72. Standards of handwriting and presentation are very good. Pupils learn to form their letters correctly in a joined style from Year 1. Most pupils join letters together from Year 2 and refine their handwriting in Key Stage 2. Standards of presentation are consistent across all subjects. Spelling is good although some pupils able to write words correctly in tests do not transfer their knowledge to their writing. Most teachers pay appropriate attention to spelling when marking pupils' work.
73. Teaching is good throughout the school although there are variations. About three quarters of the teaching seen was good, very good or excellent and there was only one unsatisfactory lesson. This is an improvement since the previous inspection. The successful implementation of the National Literacy Strategy has improved teachers' confidence and their understanding of how to teach reading and writing. Very good teaching in Year 1 fosters pupils' learning about how stories develop and encourages them to discuss stories, and the characters' feelings and to compare other books confidently. These teachers use their knowledge of what pupils' know, understand and can do, to plan their lessons. This results in pupils working at the correct levels and making very good progress in their learning. In a good lesson in Year 6, a lively presentation and a very good example of biographical writing, written by both Year 6 teachers, inspired pupils to write in an interesting and expressive way. In an exceptional lesson in Year 4, the teacher used humour, including singing, to encourage pupils to read the individual parts from 'A Sleeping Beauty' with enthusiasm and expression as a prelude to identifying adverbs.
74. A strong feature of most lessons, is the very good quality of relationships within the classrooms. This leads to effective learning, good concentration and hard work by pupils. Teachers have high expectations of behaviour and pupils respond well. They use praise effectively to encourage pupils and to help build their confidence in their ability to succeed. Pupils are keen to answer questions or to be chosen for the 'hot seat' because they know they will get help and support from their teachers. Probing questions such as, "Who can explain the meaning of mutual? Which paragraph is it in?" or "What can you tell me about the picture on the cover?" extend pupils' learning and deepens their understanding of different stories and other texts. Teachers make sure pupils know what they are expected to learn and review pupils' learning at the end of lessons. Some teachers guide pupils' learning through

effective marking. However, this is not consistent throughout the school.

75. The assessment and recording of pupils' attainments at the end of lessons and units of work is inconsistent. Teachers do not make best use of assessment information to plan future work and so in some lessons all pupils complete the same tasks. Although teachers have high expectations for pupils, the tasks are sometimes not sufficiently challenging for some pupils or too difficult for others. For example, at the beginning of the year, all Year 6 pupils answered the same comprehension questions on a text and so opportunities for more able pupils to deduce a deeper meaning were limited and their progress was reduced. Booster classes that take place later in the year enable teachers to plan tasks to more closely match pupils' attainments. However, planning throughout the year, that is based on pupils' prior attainment, would raise standards further.
76. The teaching of pupils with special educational needs is good. Teachers and classroom assistants support these pupils well and enable them to make good progress. They have detailed individual education plans, which all adults follow carefully. Pupils achieve well with several of them attaining average levels by the time they leave the school. Teaching of pupils for whom English is a second language is very good. Careful on-going assessment and teaching that matches their language needs ensures very good progress.
77. The co-ordination of English is sound. The literacy co-ordinator has carried out some monitoring of teaching but this has not been rigorous enough to identify weaknesses in assessment and its effect on planning. There are satisfactory plans for the further development of the subject. These include the introduction of a policy for speaking and listening that is presently at the draft stage and library co-ordinators have plans to audit library books and to improve the stock and their classification systems.

MATHEMATICS

78. By the time pupils leave the school in Year 6 they attain standards that are above those expected for their age. There has been a significant improvement since the last inspection when standards were judged to be average. Inspection evidence shows that pupils in Year 2 attain standards that are below those expected for their age. This is an improvement on the standards Year 2 pupils attained recently, when the results of national tests showed that attainments were well below the national average and those of schools with a similar background. However, this group of pupils was affected by several factors. There was a higher than normal number of pupils with special educational needs in that year group. There were also problems with continuity; assessment data was not used effectively to meet the needs of pupils of differing abilities and not all made sufficient progress, particularly at the beginning of the school year. The school is now reversing the decline in standards seen in Key Stage 1 since 1998. Nevertheless, standards throughout the school could be improved still further, as pupils in Years 2 and 6 do not achieve as well in mathematics as they do in English and science.
79. There are no marked differences in the performances of girls and boys. Pupils with special educational needs and those for whom English is an additional language are usually supported well in lessons by teachers and classroom assistants who supervise them closely although, in some lessons they struggle to complete their work when working alone on the same tasks as other pupils. However, they make good gains in their learning, and this allows some to attain the expected standards.
80. By the age of seven, pupils have a sound knowledge of place value with numbers to 100. They multiply by two when doubling numbers, sometimes to 100 and beyond using number cubes to help their calculation. They recognise the properties of two-dimensional shapes. Some pupils estimate and measure accurately the length of objects such as scissors and pencils. Most pupils present their work neatly, but sometimes do not take sufficient care

when counting. This results in careless mistakes. They do not always read questions and instructions carefully enough and give incorrect answers. For example, when asked to calculate “how many legs on two octopuses?” a pupil wrote seven and one, because he had previously been working on number bonds. By the age of 11, pupils confidently and accurately work with larger numbers. They have good, quick mental skills as a result of challenging mental agility sessions, particularly in Year 6. Pupils understand and add fractions. Most have a secure knowledge of decimals and accurately multiply by 10 and 100. They interpret different types of information in line and block graphs and pie charts. Teachers encourage pupils to check the accuracy of their work, for instance by using addition to check subtraction, or rounding up and down numbers as a quick estimation of their calculations. Throughout the school pupils’ skills in using and applying their mathematics knowledge in investigating and solving real-life problems is relatively weak because pupils have too little experience of planning and organising their own investigations. There are too few opportunities for pupils to develop their skills through other subjects of the curriculum or to use information technology to record their results.

81. The quality of teaching is mainly sound in Key Stage 1 with teaching ranging from good to unsatisfactory. Teaching is significantly better in Key Stage 2 where it is good, particularly in Years 4, 5 and 6, with very good teaching seen in Year 6. This gives a good boost to the pace of pupils’ learning towards the end of Key Stage 2. Teachers are secure with the National Numeracy Strategy and this is giving their lessons a better structure. They plan effectively for each part of their lessons, following national guidelines closely. They are clear about what pupils are to learn and sometimes share this with them. The greater emphasis on mental agility means that pupils become quicker and more accurate in mental calculations involving larger numbers. Teachers often rely on pencil and paper exercises to check pupils’ accuracy in these sessions because there are too few resources, such as number fans and digit cards, to enable pupils to show their answers simultaneously. This slows teachers in checking pupils’ understanding and accuracy during mental agility sessions. Teachers forge very good relationships with their pupils, who respond positively by behaving well and working hard. As a result, lessons run smoothly and very little time is wasted. Generally pupils show a keen interest in mathematics and concentrate well on their work. Confusing explanations and muddled lesson planning were features of the one unsatisfactory lesson seen. Pupils were unclear about the task set, lost interest and concentration, and their learning was unsatisfactory.
82. The school has useful information from test and teacher assessments that it is now used effectively to track pupils’ progress in their learning as they move through the school. On-going assessment systems are inconsistent and do not provide enough detail about what pupils know and can do. In too many lessons the use of assessment information to set relevant tasks for pupils of different attainment levels is poor. Pupils often work on the same or similar tasks because teachers are not adapting their planning sufficiently to set work at different levels for each attainment group. They sometimes expect more able pupils to do more, and less able pupils to do less of the same work, rather than setting different work that builds on the particular attainments of groups and individuals. In the best lessons, particularly in Year 6, teachers are constantly assessing and adapting their teaching so that they note what pupils find hard in lessons, and then provide extra practice and more explanations to strengthen their learning. For example, a teacher noticed that some pupils struggled to understand the value of each decimal place, and so were inaccurate when multiplying decimal amounts by 10 and 100. She began her next lesson by engaging pupils in a practical activity where they observed the movement of the digits during the operation and their learning became more secure. A Year 2 teacher also set a well-matched, open-ended task where pupils repeatedly doubled a number. Although they all started with a low number, some more able pupils eagerly persisted with the challenge until they were working in hundreds. Only the lack of number cubes prevented them doubling even higher numbers.
83. The school has begun to monitor teaching and this has led to improvements in the mental agility section of lessons. However, the new tracking system is not yet helping senior

managers note strengths and weaknesses in pupils' learning as they move from class to class. Year 6 teachers thoroughly analyse pupils' performance in national tests, noting areas of weakness and then providing well-focused teaching to strengthen pupils' understanding. However, the monitoring and evaluation of teaching and pupils' work is not yet sufficiently rigorous in identifying areas for improvement and development throughout the school. For example, there is too little monitoring of lessons and pupils' work to check that tasks are carefully matched to pupils' needs and lead to good learning. Some lessons are disrupted by assemblies or break times, which means that time is lost in settling down and recapping on the task after the break. Some pupils in Key Stage 2 regularly miss considerable amounts of time from their lessons in instrumental music tuition, sometimes missing the whole of teachers' explanations and instruction. The role of the co-ordinator is under developed. She is well aware of the deficiencies in resources and has plans to address these. However, she has insufficient time to oversee the subject by monitoring teaching, pupils' work and attainments. This means that weaknesses go undetected.

SCIENCE

84. There has been satisfactory improvement since the last inspection. A scheme of work has been introduced to ensure that pupils' learning is coherent and builds on what has gone before. Teaching is now subject based and more time has been allocated so that all areas of the curriculum are covered. In Year 6, past test papers are used to identify areas where pupils' knowledge and understanding are weak and where extra teaching is necessary. Revision, improving test techniques and practice have all helped to improve test results in the subject. Resources have improved and are now good. There are, however, still weaknesses in the planning of work on scientific enquiry and in teachers' use of assessment.
85. In Key Stage 1, satisfactory standards have been maintained since the previous inspection. Whilst teachers' most recent assessments show that attainment was slightly below average, evidence from lessons and the analysis of pupils' work during the inspection, indicates that the majority of pupils currently in Year 2 are on course to attain or exceed the nationally expected standard in the next statutory assessments. This is a further improvement.
86. Pupils in Key Stage 1 show good factual knowledge of living things, life processes, properties of materials and physical processes. They have some opportunities for hands-on experiences and for investigative. For example, there was good independent learning in Year 1 when, through a variety of activities, pupils consolidated their understanding that different forces make things move. However, such opportunities are infrequent and, as a result, pupils' attainment in scientific enquiry methods is below average. By the age of seven, pupils make simple electrical circuits and know that they have to be 'closed' in order to make a bulb light up. They know about healthy food and why exercise is an important part of a healthy life style and about the sensible use of medicines.
87. The result of the national tests for eleven-year-olds in the most recent national tests were very high in comparison to schools nationally and well above those in similar schools. A particular strength was the high number of pupils who achieved the above average levels in the tests. Pupils in Year 6 are on course to attain standards that are above average overall in 2001. This is slightly below that achieved in 2000 and is due, in part, to the different abilities of this year's group in which fewer pupils are likely to attain above average scores. Pupils in Key Stage 2 are still gaining very good levels of knowledge and understanding but their investigative skills are barely average and this affects the overall evaluation of their attainment. However, these findings also mark an improvement since the previous inspection.
88. In Year 6, pupils know that the lungs take in oxygen and that the heart consists of two chambers and acts as a pump to circulate the blood through vessels around the body. They are aware of a variety of habitats and how animals are adapted to suit their environment. They know that gravity and magnetism are forces and that the addition of more bulbs in a series

circuit can make bulbs dimmer. However, pupils' understanding of a scientific way of working and progress in the development of scientific skills is not as high as it might be, and this was noted at the last inspection. They identify four methods by which solids and liquids can be separated and as a class carry out an investigations to recover dissolved solids from a solution by evaporation. Most pupils have an understanding of a fair test but they do not have sufficient opportunities to organise and carry out their own investigations; interpreting and recording results in a variety of ways, and drawing conclusions. This limits the progress of all pupils, particularly the higher attainers, in learning to think and work scientifically.

89. Pupils, including those with special educational needs or with English as an additional language, are achieving well for their abilities and make good progress in both key stages. There are no significant differences in the performance of boys and girls, both of whom achieve above average standards. Trends over time from 1997 to 2000 show a consistent and sustained improvement in pupils' performance in science.
90. The quality of teaching and learning is good at Key Stage 1, with one very good lesson observed. Teachers' knowledge and understanding is secure and results in good factual learning. Pupils have opportunities to advance their knowledge from a range of practical experiences. There was very good teaching and learning in Year 1 when a variety of "hands-on" activities were provided to enhance pupils' learning on the use of air as a force to make things move. In this class good use is made of visitors to extend pupils' learning. In Key Stage 2 teachers' knowledge and understanding of the subject is mostly good, but their understanding of a scientific way of working is insecure. In one lesson designed to develop pupils' understanding and importance of a fair test, misconceptions by the teacher resulted in the use of inappropriate and inaccurate examples being provided for pupils. Although the outcome of the lesson was satisfactory, it did not enhance or sufficiently develop pupils' basic scientific skills. Most teachers make good use of questioning, build on previous work and make pupils' aware of their own learning. However, lessons tend to be teacher directed, with teachers planning the investigation and pupils' having insufficient "hands-on" opportunities, particularly to plan their own investigations and to use equipment independently.
91. Planning for the subject is satisfactory. Teachers plan together, based on written guidance, and ensure equal provision for parallel classes. Planning ensures that most pupils make good gains in scientific knowledge and understanding and teachers plan individual lessons thoroughly, so that they are well prepared. However, current planning makes too little provision for investigative and experimental work. The work of famous scientists is not included in the curriculum and there are insufficient links with other curriculum areas such as mathematics and information technology for the recording, analysing and presenting of results. Moreover, planning is not based on regular assessment and is therefore not matched to pupils' achievements and abilities. There is no assessment of pupils' investigative skills; consequently the development of pupils' scientific skills is weak.
92. The co-ordinator has just recently taken on responsibility for the subject. She is well qualified to lead and develop the subject further but has had too little time to influence the school's arrangements. However, there is currently no monitoring of teaching and learning taking place and this reduces the co-ordinator's capacity to identify weaknesses in the teaching and learning of science.

ART AND DESIGN

93. Pupils of all abilities throughout the school are making good progress in art and many are achieving standards above those expected for their age. This results largely from the school's very systematic approach to the teaching of skills and techniques. From the very beginning of Key Stage 1, pupils use good quality resources, such as drawing pencils of differing hardness, to experiment with and to make patterns of lines of differing thickness. This develops well so that by Year 5, pupils use line and shading to add depth and three-

dimensional qualities to their still life compositional drawings and use hatching and cross hatching effectively to make original work in the style of George Morandi. A similar progression can be seen in pupils' painting. Pupils in the reception class learn to mix colours and to apply paint using different brushes and other implements. Their simple portraits are vibrant and uninhibited. By Year 6, pupils' watercolour representations of Carisbrooke Castle show a subtle use of colour and more refined brushwork.

94. The teaching of art is good. Teachers plan carefully and, with the help of the detailed scheme of work, ensure that teaching builds systematically on what pupils already know and can do. They prepare thoroughly for their lessons, ensuring that resources are prepared and are readily available. This allows the Year 5 sketching lessons to proceed at a good pace and enables pupils to work independently. Teachers have sufficient understanding and expertise to analyse pupils' work and to give constructive criticism or tips on technique that help pupils to improve. This worked particularly well when a visiting artist supported the teacher, helping pupils in Year 4 to understand how the landscape photographs of Christine Triebert 'work' and how these images might be reproduced as pencil sketches. Teachers have high expectations of pupils' behaviour and response and as a result, pupils work hard and rise to the challenge to improve their work.
95. The quality of pupils' learning is good. Teachers manage their pupils effectively. This gives rise to a generally calm, working atmosphere, in which pupils work together co-operatively, use resources sensibly and readily share equipment. Pupils have good attitudes to art. They are proud of their work and talk about it enthusiastically. The school has satisfactory facilities for the teaching of art and basic resources are plentiful. The subject co-ordinator has suitable priorities for developing the subject further. She ensures that the profile of art in the school is high by regularly entering pupils' work for display in prominent public spaces and by mounting attractive displays around the school. There are, however, few opportunities for her to observe teaching and this reduces her effectiveness as curriculum manager.

DESIGN AND TECHNOLOGY

96. The school's timetable arrangements for the week of the inspection meant that no design and technology lessons could be inspected. However, pupils' completed work, teachers' planning, discussions with the acting co-ordinator and additional photographic evidence indicate that pupils are attaining standards below those found in other schools by the end of both key stages. Pupils of all levels of attainment are gaining the skills expected for their age in making. However, current planning places insufficient emphasis on investigating, designing and evaluating artefacts and, whilst some projects include some of these elements, pupils' experience in design and technology is too narrow and they are not making enough progress.
97. In the current arrangements, the strongest strand of design and technology is that of making. Pupils undertake a variety of projects that are linked to other areas of the curriculum. For example, pupils in Year 2 design warning posters to complement their science work on electricity, pupils in Year 5 build Tudor villages and Year 6 pupils make models to illustrate their recent visit to the Isle of Wight. Such links are useful as they add to the relevance of the work and this increases pupils' interest and enjoyment. Pupils often carry out part of larger, more ambitious projects at home. This too has benefits, as it draws parents into the teaching and learning process. However, impressive projects completed in this way do not always accurately represent pupils' own attainments.
98. Pupils have good attitudes to their work in design and technology. They talk enthusiastically about things that they have made, put considerable time and effort into their work and show pride in what they have achieved.
99. Weaknesses result in part from the fact that for three years the school has had no co-ordinator to monitor provision or to manage the development of the design and technology

curriculum. Teachers working without support have lost the systematic approach to the development of knowledge, understanding and skills and their approach to design and technology has become too narrow. This is unsatisfactory; pupils do not cover adequately all of the required elements of the National Curriculum and as a result, the quality of their learning is reduced. There is insufficient evidence on which to make secure judgements about the quality of teaching in this subject.

GEOGRAPHY

100. Standards in geography are broadly in line with those found nationally at the end of both key stages. By the time they leave the school, most pupils, including those with special educational needs and those who speak English as an additional language, gain satisfactory geographical knowledge, understanding and skills. This is an improvement on pupils' attainments at the time of the previous inspection, when they were below national expectations at the end of both key stages. As they move through the school, pupils develop a sound understanding of their own locality and other countries of the world. This is achieved in Key Stage 1 through suitably planned activities including sending 'Barnaby Bear' to Turkey and other countries. By the time pupils reach the end of Year 2, they have a satisfactory understanding of localities beyond their own. Higher attaining pupils confidently express views about the local area, one pupil effectively conveying his opinion about dustmen not collecting some of the neighbourhood's rubbish. However, most pupils have limited geographic vocabulary when talking about local scale studies, and their skills in this aspect of the subject are not fully developed.
101. Pupils in Key Stage 2 extend their knowledge, understanding and skills by learning about rivers, rain forests and different world climates. Through a valuable residential visit to the Isle of Wight, Year 6 pupils learn first hand about the characteristics of the locality. Improvements since the last inspection result in pupils carefully analysing the differences and similarities between Croydon and the Isle of Wight. By the time they leave the school, pupils in Year 6 have a sound knowledge of the extent to which two localities can differ, for example in rainfall amounts and areas of population. They are beginning to understand the importance of location in relation to aspects such as farming and urban development. Pupils have a heightened awareness of conservation issues such as the effects of disappearing rain forests, fox hunting and the pollution of the seas. Pupils understand the erosion of rivers and they use accurate vocabulary, such as source and meander, when describing the process.
102. Because of the way the curriculum is planned, only one geography lesson was seen during the inspection. However, the school's planning for geography shows systematic covering of the range of National Curriculum requirements, thereby addressing a weakness highlighted at the last inspection. . In the one lesson seen the pupils had good attitudes to geography, wanting to find as much information as possible from books and atlases.
103. The newly appointed co-ordinator does not yet have a clear picture of provision and standards through the school as there are currently no arrangements for observing teaching and learning or for evaluating what could be done to develop it further. She is unaware that the school has a governor with an interest in overseeing the "humanities". The assessment of pupils' attainment is unsatisfactory, as it does not enable teachers to ensure that pupils' work carefully matches their different levels of attainment.

HISTORY

104. Standards of work in history are above those found nationally at the end of both key stages, reflecting the school's good teaching in this subject. Pupils of all abilities and pupils for whom English is an additional language are making good progress. This effectively consolidates the strengths found in history at the last inspection when pupils' attainment was just above expected levels when they left the school.

105. By the end of Year 2, all pupils have a clear sense of the passing of time and their thoughtful written work and lively discussions show that they can imagine what life was like for people in the past. They have good understanding and factual knowledge of events that they have studied. Higher attaining pupils already speculate about the possible consequences of significant historical events. For example one pupil considered that if the Great Fire of London had not occurred, the surviving rats might have continued to prolong the plague.
106. By the time the pupils leave the school, they have a good knowledge of the history of Britain, as well as an insight into aspects of the history of other countries including Egypt and Greece. Pupils understand many of the features of the lifestyles of the peoples studied and they can compare and contrast some of these. They know about the characteristics of past periods such as the Victorian era but they are less skilled in describing the main changes and events within and across historical periods. Most have well developed research skills, gained from opportunities to organise their own project work that they effectively share with their peers. They have a strong awareness of how different life in particular periods was, and have a good knowledge of some significant historical figures.
107. The teaching of history is good and this results in effective learning. Major strengths lie in the effectiveness with which teachers bring the subject to life through lessons, visits to places of historical interest, such as the Isle of Wight's Carisbrooke Castle and vibrant activities such as Victorian days. This stimulating range of opportunities involves pupils well. It results in their very good attitudes to learning about history that are reflected in the research carried out at home for their individual projects on, for example the Tudors in Year 5. Teachers achieve this good level of motivation through highly appropriate classroom tasks that develop pupils' historical understanding very well. One teacher in Year 2 used a very effective range of strategies to achieve this. She encouraged pupils to discuss major historical figures and events as she moved backwards and forwards along a time line, and this developed their understanding of the passing of time very well. She skilfully used art and writing to enable pupils to develop a real sense of what life must have been like in the time of Samuel Pepys and to empathise with people of the past. A lesson in Year 5 very effectively enabled pupils to make and to discuss their own deductions about the jobs and lifestyles of people from the past by scrutinising sources that included inventories of carpenters and tanners. Teachers miss opportunities to enrich pupils' developing understanding by handling artefacts such as replicas of Ancient Greek pottery. Additionally, they sometimes take too little account of the differing levels of pupils' attainment when setting tasks for different groups of pupils.
108. The co-ordinator is enthusiastic and she is dedicated to the subject but she does not have the opportunity to observe teaching and this reduces her capacity to develop practice and raise standards further. The school has appropriately addressed a weakness from the time of the last inspection by increasing the use of information and communication technology to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Pupils' attainment, by the end of each key stage, is below national expectations. The school has made insufficient improvements in this subject since the previous inspection, which also found standards in Key Stages 1 and 2 below those expected nationally. As at the time of the last inspection, pupils make unsatisfactory progress through the school and their skills across all areas of the subject are poorly developed, particularly in controlling and modelling. A key issue was to improve the quality of work in information and communication technology so that the pupils covered all the requirements of the National Curriculum. This has not been achieved and as a result pupils of all levels of attainment make insufficient progress. With the recent appointment of a new co-ordinator for the subject, planning has improved. However, most teachers still have insufficient subject knowledge to plan and present the more challenging tasks that the pupils need in order to raise their attainment.

110. In Key Stage 1, pupils explore the use of computers in making pictures and presenting text. By the end of Year 2, higher attaining pupils use correct terms when talking about the subject. They can log on and off and they save their work. However, Year 2 pupils generally have poor skills in aspects of the subject that do not involve computers. For example they have weak skills in planning and programming devices to make things happen and they have a poor understanding of the wider uses of information and communication technology in the outside world. Even when using the computer, their information handling skills are weak; they have difficulty in organising, classifying and presenting data in different forms such as tables. Their word processing abilities are not developed sufficiently. For example they have limited skills in editing, amending and redrafting text.
111. In Key Stage 2 pupils continue to use information and communication technology for presenting text, for example to support their work about the Tudors in Year 5. Pupils cut and paste text, but their word-processing skills are below those expected nationally. Pupils in Year 6 can all use the Internet efficiently for research, for example about animals, and print downloaded pictures and text. However, some pupils have yet to use e-mail. Higher attaining pupils use correct terms when they talk about web sites and modems. Most Key Stage 2 pupils have a developing awareness of the use of information and communication technology in the wider world, but some have limited skills in comparing it with alternative methods. Pupils have yet to use sound when combining different forms of media. Although they have some skills in controlling events on a visual display unit, they have poor abilities in controlling events in a range of situations.
112. Insufficient teaching of information and communication technology was seen during the inspection to judge its quality through the school. No direct teaching of the subject was seen in Key Stage 1. Two of the three lessons seen in Key Stage 2 were led by the co-ordinator, whose high levels of subject expertise enabled him to give very effective explanations that resulted in pupils making good gains in learning during the lessons. However, discussions with senior staff and the evidence of pupils completed work indicate that most teachers have inadequate knowledge and understanding of the subject, and this contributes to pupils' unsatisfactory progress through the school. The school's development plan appropriately expresses intentions to develop teachers' skills further through training over a period of time. Insufficient account is taken, however, of the co-ordinator's capacity to train staff speedily, so that the learning of the school's current pupils can be improved. Pupils' very good attitudes to working with computers in the lessons seen helped them to concentrate well and this promoted their good progress in the lessons. Sometimes teachers do not have high enough expectations of what pupils can achieve. For example, there are insufficient opportunities for pupils to gain keyboard and in mouse skills. As a result, their progress is not always quick enough.
113. Teachers use information and communication technology effectively to support work in history, but its use to support a range of subjects across the curriculum is unsatisfactory and it is not securely incorporated in planning. There are occasional examples of the use of computers in art, mathematics and science but this is not a consistent feature of work throughout the school. As at the last inspection, pupils' word processing work is not always used effectively to enhance literacy skills. Opportunities are missed to enable pupils to redraft and to amend text. The school's facilities and resources are much better than they were at the time of the previous inspection. The suite of computers was used effectively during the inspection to teach pupils new skills but teachers still do not always make full use of computers in classrooms to develop pupils' learning in information and communication technology or in other subjects.
114. The co-ordinator has devised a system for teachers to assess pupils' attainments as they move through the school. This is an important step towards addressing the current lack of information available to teachers that they can use to plan pupils' work. The new

arrangements have only just been introduced and have had no time to improve the monitoring of pupils' progress or subsequent planning.

MUSIC

115. At the last inspection standards in music was judged to be above average, with pupils covering the full range of the National Curriculum. These standards have not been maintained. Standards in music are unsatisfactory. Evidence from this inspection indicates that pupils, particularly in Key Stage 2, do not receive a balanced experience of the musical activities required by the National Curriculum and so do not make enough gains in the skills of composing, performing and appraising music.
116. In both key stages, attainment in singing is very good. During the Key Stage 1 assembly practice, all pupils in the key stage sang in unison and in two parts, with clear diction, showing good control of pitch and rhythm. In music and physical education pupils responded expressively to the different moods of a song. They can clap to the beat and use a number of untuned instruments to accompany their singing, keeping time well. Similarly, in Key Stage 2, pupils' attainment in singing during lessons, assemblies and practice for the Christmas production, is very good. Pupils sing very effectively in unison, initially in individual groups and then in six different parts. They breathe correctly, control pitch and show a sense of phrase and musical expression. Pupils listen carefully and improve their contributions, which result in good learning. The quality of teaching and learning of singing in both key stages is very good. There is a good emphasis on correct technique and on the quality of pupils' singing. Pupils enjoy singing and so memorise and learn new songs well.
117. Pupils in Year 3 all learn to play the recorder during lessons and make good progress as beginners, reading and playing a simple musical score and holding their instrument correctly. They are beginning to show a good understanding of musical symbols such as crochets, quavers, staves and staves. However, pupils' experiences of composing, performing and appraising music, particular at Key Stage 2, are limited. Throughout the key stage there are insufficient planned opportunities for pupils to develop their knowledge, skills and understanding in these aspects of music and consequently their progress is unsatisfactory. By the time they leave school, pupils do not know and recognise famous pieces, pupils' experiences of music from other cultures and their knowledge of composers is weak. Pupils lack practical "hand-on" experiences in group and individual music making. The exceptions are pupils who are selected for and participate in private lessons for stringed, wind and percussion instruments. These pupils learn to read standard musical notation and to perform to a satisfactory standard for their age.
118. A number of teachers are accomplished musicians and in lessons and assembly practise, teaching is good and sometimes very good. However, these skills are not used effectively to promote sound standards across the full range of musical activities throughout the school. Extra-curricular activities provide pupils with good opportunities to sing in the choir and to play recorders.
119. There have been some improvements since the previous inspection. The school is able to offer a wider range of private tuition to a greater number of pupils but this is only available for those who show some musical aptitude. Resources for Key Stage 2 pupils have improved and the school is about to purchase a considerable number and variety of instruments to support learning. However, the co-ordinator does not monitor the quality of class teaching and learning which limits her role in managing and developing the subject. There is no formal system of assessing and recording pupils' progress in music.

PHYSICAL EDUCATION

120. Pupils in both key stages reach the expected standards in the aspects of the physical education curriculum that were seen during the inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study are covered. Pupils of all levels of attainment in both key stages, including those with physical and learning difficulties, make satisfactory progress.
121. Almost all pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Younger pupils move in a variety of ways, using hands and feet, and include turning, rolling, bending and stretching movements. They use space appropriately and most develop satisfactory control of movement and balance. By Year 1, pupils are extending their basic movement and gymnastic skills, incorporating them successfully into expressive dance routines such as that based on Jack and the Beanstalk that they practise, develop and improve. In Year 2, pupils explore themes in greater detail. They find original ways to travel using different body parts effectively.
122. Pupils in Key Stage 2 continue to develop skills and improve the quality of their work. Pupils in Year 3 performed more complex dance sequences based on oriental music and the theme of flowing water, showing greater control of body and movement as they repeated longer sequences and used known steps to devise their own original routines. Pupils in Year 4 have above average ball skills. Many dribble a football, maintaining an impressive degree of control. They play competitive games enthusiastically, readily following agreed rules. In Year 5, pupils have the opportunity to take part in swimming and most exceed the nationally expected standard for their age. Year 6 pupils take part in the 'Fit and Active Bodies' initiative. They sustain more vigorous activities and are aware of the effects of exercise on their bodies.
123. The teaching of physical education is sound. Teachers' planning is satisfactory. It identifies suitable objectives. When these are shared with pupils, for example in an effective dance lesson in lower Key Stage 2, they give a clear focus to teaching and learning that improves pupils' progress. Most teachers have secure subject knowledge. They give clear explanations and check pupils' response carefully. This ensures that all pupils are able to work confidently and to make sound progress. Teachers' awareness of individual pupils is good and results in effective individual coaching that helps pupils improve aspects of their technique. This worked to good effect in the Year 4 games lesson and in the Year 5 swimming lesson when trained coaches with high levels of subject expertise supported teachers. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour and response and they use a good balance of praise and challenge. This allows the lesson to flow and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, most teachers use the school's discipline policy consistently and to good effect, for example using 'time out' effectively to calm over-excited pupils and then re-integrate them quickly.
124. The school provides a suitable range of extra-curricular and competitive sporting activities. These activities take place before and after school and are organised and taught by parents, supervisory staff, teachers and representatives of local sports clubs. They are very popular with pupils, always well attended and enable a considerable number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.
125. Pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. They persevere in the face of difficulty, for example overcoming initial inhibitions and maintaining concentration throughout challenging expressive dance lessons in Key Stage 1. Older pupils are responsive to coaching and rise to the challenge to improve, for example keeping up an impressive work rate during a vigorous aerobic workout. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. Pupils enjoy their work in physical education and

this reflects in the numbers participating in extra-curricular activities.

126. The quality of pupils' learning is sound. This results from pupils' positive response and from the range and variety of experiences that the school provides. The school has good resources for physical education. This is an improvement since the previous inspection. Resources include extensive school grounds, a large new hall that is already partially equipped with suitable gymnastic apparatus and an adequate supply of smaller apparatus. The availability and appropriate use of such facilities, after a year of building work and consequent disruptions to the teaching of physical education, is now adding to the quality of pupils' learning and helping to raise standards.