

INSPECTION REPORT

SPRING PARK PRIMARY SCHOOL

Shirley

Croydon

LEA area: Croydon

Unique reference number: 131464

Headteacher: Mrs Rosemary Addison

Reporting inspector: David Welsh
10992

Dates of inspection: 4 - 8 March 2002

Inspection number: 230198

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11 years
Gender of pupils:	Mixed
School address:	Bridle Road Shirley Croydon
Postcode:	CR0 8HQ
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Perry
Date of previous inspection:	N/a

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10992	David Welsh	Registered inspector	Physical education Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
9472	John Edmond	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
20875	James Howard	Team inspector	Science Religious education	How good are the curricular and other opportunities offered to pupils?
20534	Nichola Perry	Team inspector	English Art Design and technology	
3588	Kuldip Rai	Team inspector	Geography History Equal opportunities Special educational needs English as an additional language	
20875	John Stevens	Team inspector	Information and Communication Technology Mathematics Music Modern language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school was newly formed in 1998. It has a nursery with 52 places; 26 children attend part-time in the morning and 23 attend in the afternoon. The total number of pupils on roll aged 4 to 11 is 403, much bigger than other primary schools. There are 199 boys and 204 girls. There are 184 pupils from 23 ethnic minorities attending, which is much higher than in most schools. 176 pupils are learning English as an additional language of whom 39 are in the early stages, a very high proportion. 25 languages are currently spoken in school, the main ones, other than English, being Turkish/Kurdish, Bengali, French and Urdu. Nearly all the pupils live in the immediate neighbourhood. The proportion of pupils entitled to free school meals (48%) is well above the national average. Attainment on entry is well below average. Turbulence is high; last year 87 pupils joined the school other than at the usual time of first admission and 93 left other than at the usual time of leaving or transfer. 141 pupils are on the special needs register, which is above the national average. 3 pupils have statements of special educational need, which is below the national average. The main categories of special educational need are moderate learning and emotional and behavioural difficulties. The school has an able child register and has identified 36 pupils in this category. The school is currently finding it difficult to appoint teachers to new vacancies.

HOW GOOD THE SCHOOL IS

Spring Park Primary School is an effective school and rapidly improving as a result of the strong leadership and very good management, the good teaching overall and the attitudes and behaviour of the pupils. It gives good value for money. Although standards at the end of Year 6 are not high enough, most pupils are achieving well.

What the school does well

- Pupils in the nursery, reception and infant classes, with special educational needs and who are learning English as an additional language achieve well.
- Pupils' attitudes, behaviour and personal development are good overall.
- The headteacher, supported by the governing body and key members of staff, provides very good leadership and management.
- Teaching is good overall in the nursery, reception and infant classes.
- It provides pupils with a broad and interesting curriculum.
- It promotes pupils' spiritual, moral, social and cultural development very well.

What could be improved

- Standards in English, mathematics and science (identified by the school).
- Attainment in geography, history, music, physical education and religious education (identified by the school).
- Attendance of pupils (identified by the school).
- Teaching, to be consistently good across the school (identified by the school).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

It is not possible to comment on improvements since the last inspection but the school has improved considerably since it opened and the capacity for further development is good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E*	E
Mathematics	E	E	E	E
Science	E	E	E	E

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

- In 2001, under half the pupils in Year 6 attained the expected level 4 in English and mathematics tests. As a result, the school's results were in the lowest 5 per cent nationally in English and well below average in mathematics. Two thirds of the pupils attained the expected level in science. These standards are not high enough. About one in six pupils attained the higher level 5, close to the average when compared with similar schools. It is not possible to comment on trends over time as the school is only three years old.
- The proportion of pupils in Year 2 who attained the expected level 2 in reading, writing and mathematics was close to the national average, well above the average for similar schools in reading and writing and above the average for mathematics. Overall, this represents good progress made by pupils since they entered the school.
- The school sets targets, which are agreed with the local education authority. It has met only one target since 1999. This is mainly due to high turbulence and pupils being absent during the tests.
- Inspection evidence confirms that pupils achieve standards well below those expected at the end of Year 6 in English, mathematics and science. The factors that contribute to this are:
 - Children's attainment on entering the school in the nursery and reception classes is well below average.
 - More pupils have special educational needs than in most schools. Over half have emotional and behaviour problems; many of them also have learning difficulties. In some year groups, these pupils alone number nearly a quarter of the class.
 - Nearly half the pupils in the school are learning English as an additional language and just under 10 per cent of these are in the early stages.
 - Turnover of pupils; for example, in Year 6 in 2001, two fifths of the pupils had been admitted to the school at a later date than September 1998. Analysis of results shows that pupils who have attended the school longer achieve higher standards.
 - Teaching and learning have not always been as consistently good as they are now.
 - Attendance by a small proportion of pupils is poor and has a detrimental effect on their attainment.

By the end of Year 6, attainment in art, design and technology and information and communication technology (ICT) is in line with that expected of pupils aged 11 but attainment in geography, history, music, physical education and religious education is below. Pupils make satisfactory progress in learning French.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes. They are interested in their lessons and concentrate well. They are keen to attend extra-curricular activities.
Behaviour, in and out of classrooms	Good overall. Most pupils behave well in class and around the school. There is a very small minority of pupils who constantly seek to undermine the teachers' control. This resulted in five pupils being

	excluded last year.
Personal development and relationships	Relationships between pupils and pupils and staff are good. From the nursery to Year 6, pupils are keen to carry out tasks and to accept additional responsibility, such as through the School Council.
Attendance	Attendance is poor overall and too many pupils arrive late for school. This has a detrimental effect on pupils' attainment.

TEACHING AND LEARNING

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

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

- The school has recognised the need to improve the quality of teaching. Through a programme of monitoring, including lesson observations, and supporting staff, this has been successful.
- Most of the lessons observed were good, very good or excellent, resulting in good or very good learning by the pupils.
- Teachers are well supported by teaching and bilingual support assistants. As a result, pupils with special educational needs, those who are learning English as an additional language and those who have been identified as above average, make good progress in their learning overall.
- In most classes, the teaching of English and basic literacy skills is good. It is sometimes very good. Other subjects are used to develop pupils' literacy skills but this could be improved further.
- In mathematics and numeracy, teaching throughout the school is mainly good. Other subjects are used to develop numeracy skills but this could be improved further.
- Teachers effectively use ICT to promote learning in most other subjects in the ICT suite.
- Children in the nursery, reception and infant classes make good progress in their learning. Most pupils in the junior classes are making at least sound progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. It is well planned to provide all pupils with relevant and interesting experiences.
Provision for pupils with special educational needs	Good, particularly in English and mathematics. Careful thought has gone into meeting the individual needs of pupils.
Provision for pupils with English as an additional language	Good. The school makes good provision for all and particularly for those who are in the early stages of learning English. The number of bilingual support assistants reflects the importance the school attaches to this area of its work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Social, moral and cultural development are very good. Spiritual development is good overall. It is not promoted as well in lessons as it is in assemblies.
How well the school cares for its pupils	Staff know the pupils well. There are good procedures for ensuring the welfare of pupils and for monitoring their academic performance.

The school provides parents with very good information about their child's learning and progress. Parents are made to feel welcome and they have many opportunities to talk to teachers. The recent appointment of a home-school liaison officer is a very positive development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by the deputy headteacher, other staff and the governing body, provides strong leadership and gives clear educational direction to the school. The school is managed very well.
How well the governors fulfil their responsibilities	The governing body, under the strong leadership of the chairperson, is effectively fulfilling its responsibilities and meeting its statutory obligations.
The school's evaluation of its performance	All aspects of the school's work are monitored and evaluated, including the quality of teaching in an effort to improve pupils' academic standards and their personal development.
The strategic use of resources	Resources are used most effectively to meet the diverse needs of the pupils. The school has good procedures for ensuring it obtains best value for money.

The school currently has the right number of staff but as a result of difficulties in recruiting and retaining teachers, there are gaps in subject expertise; for example, in music. Accommodation and resources are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • The teaching is good. • Their children like school. • Their children are making good progress in school. • The school expects their children to work hard and to achieve their best. 	<ul style="list-style-type: none"> • The right amount of work to do at home. • Behaviour

Inspectors support most of the parents' views. Some parents would like to see more homework and others less. The school's policy for work at home is implemented well and is beneficial to the children's learning. The school has a policy to encourage good behaviour and it is being implemented consistently to good effect.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the junior classes are not high enough but there are mitigating factors (see summary). The school does not see these as an excuse, rather a challenge, and has devised strategies to improve pupils' learning and therefore attainment. This includes the setting of challenging targets for individual pupils, which are closely monitored to ensure pupils are making appropriate progress. By the end of Year 2, pupils attain standards expected of pupils aged 7 in all subjects. This is the result of consistently good teaching.
2. Pupils with special educational needs make good progress as a result of early identification of their needs, effective management of provision for them and good support by teachers and teaching assistants. A measure of the school's success is that pupils are taken off the special educational needs register as well as placed on it. No significant differences were noted in the attainment of boys and girls during the inspection. Similarly there were no marked variations in the attainment or progress of pupils from different groups. However, the school's analysis of test results shows that girls achieve higher scores in English, mathematics and science at the end of both Years 2 and 6. The school has also identified that black Caribbean and Turkish refugee pupils are underachieving. Taking into account the specific needs of different pupils, the school has allocated resources accordingly. This is effective and is already beginning to make a difference. More able pupils are appropriately challenged and reach standards in line with their abilities.
3. Children achieve well in the nursery and reception classes as a result of the good teaching and interesting curriculum. When they enter the school most of the children attain standards well below the average. They make good progress in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. By the end of the reception year, most children are on track to achieve nearly all the Early Learning Goals in personal, social and emotional development and physical development. Only the higher-attaining pupils are likely to achieve all the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development.
4. In English and literacy, standards are close to those expected of pupils in Year 2. This is the result of good teaching and the adoption of the National Literacy Strategy. They are well below those expected by the end of Year 6 although a significant proportion of pupils attain standards that are higher. The National Literacy strategy, with some adaptations, has been adopted and is helping to raise standards. Standards in speaking and listening are below those expected throughout the infant and junior classes although a small proportion of pupils have well developed speaking skills, using interesting language and complex sentences. Standards in reading are close to the average by the end of Year 2. Apart from the higher-attaining pupils whose standards in reading are at least in line with those expected of pupils in Year 6, standards in reading are low. Spelling is weak overall and this affects standards in writing. The higher-attaining pupils are particularly affected by this. Handwriting throughout Years 3 to 6 is variable but in Years 1 and 2 pupils are beginning to use consistently well-formed letters and a neat cursive style. Presentation is variable throughout the school but good in some instances.
5. In mathematics and numeracy, pupils in Year 2 attain standards that are close to the national average. Very few pupils attain above the levels expected of pupils aged 7. By the end of Year 6, about half of the pupils attain standards that are expected of them and a small proportion attain above that level. The adoption of the national numeracy strategy, the use of booster classes and springboard classes and the setting arrangements in Year 6 together with the extra-curricular activity for able mathematicians has led to better achievement. Pupils who need support are very well targeted.
6. In science, most pupils attain the standards expected of pupils at the end of Year 2 and Year 6 but very few attain higher levels. Poor literacy skills inhibit pupils' ability to write up their

investigations. By the end of Year 6, standards in experimental and investigative science are low, although pupils have a good understanding of a 'fair test' and the need to record their findings accurately. Pupils have insufficient opportunities to devise their own investigations.

7. By the end of Year 2, pupils attain the levels expected of the local education authority's agreed syllabus for religious education. By the end of Year 6, pupils do not attain the levels expected of them. They should have a good knowledge of the six major world religions and although they can name some common features, they confuse many features of the various faiths. By the end of Years 2 and 6, pupils attain standards that are expected for their age in information and communication technology. This is the result of a systematic approach to the learning of new skills, improved teaching and the enthusiasm of the pupils for this subject.
8. By the end of Year 2, attainment in art, design and technology, geography, music and physical education is in line with that expected of pupils aged 7. There was insufficient evidence to make a judgement about standards in history. By the end of Year 6, attainment in art and design and technology is in line with that expected of pupils aged 11. Pupils show good development of pencil drawing and colour mixing. They use a variety of materials and mechanisms to make things work but they have less understanding of how combinations of materials can be used to create different and more effective materials. Attainment in geography, history, music and physical education is below that expected of pupils aged 11. In geography, pupils can talk about the major features of their locality but they have few ideas on how to improve it. In history, pupils' sense of chronology is underdeveloped and they find it difficult to explain the effects of the main events studied. Although pupils sing with enthusiasm they lack finesse and their compositional skills are underdeveloped. In swimming, too many pupils are unable to swim unaided the minimum 25 metres and the standards of performance in dance and gymnastics are poor for pupils of this age. Pupils make satisfactory progress in French. They develop appropriate skills in responding to simple questions in the French language. Pupils' written work is affected by their weak literacy skills.
9. Pupils achieve well in the nursery, reception and infant classes. They achieve less well in the junior classes but this is mostly the result of too much unsatisfactory teaching in the past. Apart from the small minority of pupils who do not concentrate well and who have poor attitudes to learning, pupils are generally making good progress in lessons. This is the result of the more consistent strategies used by teachers in all year groups and the improved quality of teaching.

Pupils' attitudes, values and personal development

10. Pupils are generally enthusiastic about school, and most have a positive attitude to attendance, though too many are absent. Most arrive punctually and line up in an orderly manner at the start of the day. They are interested in their lessons and concentrate well. They enjoy taking part in the wide range of extra-curricular activities, for all of which there are waiting lists. Homework is set for all year groups including the nursery and is usually completed on time. Pupils perform their small classroom responsibilities willingly.
11. Behaviour is good overall. Pupils are generally courteous to one another and polite to adults, including visitors. They are orderly when moving between classrooms and on entering and leaving assemblies. They behave well in the dining hall and in the playgrounds. Behaviour in class is good in all year groups. Where a teacher makes the lesson really interesting, as for example in a Year 1 mathematics lesson, behaviour can be superb. No unsatisfactory behaviour was seen in any lessons in the nursery, reception classes or Years 2, 3 or 5. However, at times in most classes, except the nursery, when behaviour is only satisfactory, it is usually because the teacher has to deal with low-level chatter. Unsatisfactory or worse behaviour was only seen in a very small proportion of lessons, though on the odd occasion where the teacher lost control of the class, appalling behaviour destroyed the lesson. There are one or two small groups of pupils, mostly older boys, who regularly present challenging behaviour. Five pupils, all boys, had to be excluded last year but this is an improvement on previous years.
12. The school lays great emphasis on good relationships between staff and pupils and it has been very successful in this objective. Adults are good role models. Consequently classroom relationships are usually warm; for example, in a Year 3 literacy lesson, where pupils' liking for their teacher and her effective use of praise were clearly reflected in their effort. All pupils mix well

across gender, ethnic and ability groups and play well in an atmosphere of mutual trust and harmony. Whilst pupils are obviously aware of individual differences, their friendships cross racial barriers and racism is not an issue. However, inspectors did see two minor instances of bullying. Pupils with special educational needs and those for whom English is an additional language are keen to participate fully in lessons, activities and school events. The positive ethos of inclusion in the school enables them to be confident, take pride in their achievements and become fully integrated into the school's social fabric. They also really appreciate the efforts of classroom assistants to help them make progress.

13. The school impresses on new pupils and their parents the need to consider others. Most pupils try to abide by the school's two golden rules and to follow the social training they receive in the weekly personal, health and social lesson. This leads to a good understanding of how their actions impact on others and to considerable respect for others' feelings, values and beliefs. Respect for property is also high and there are no graffiti or litter.
14. There are harmonious relationships between pupils from different ethnic, cultural and religious groups. Pupils are well integrated into the life of the school and this is in response to the school's commitment to an inclusive education. With the exception of some pupils with emotional or behaviour difficulties, the attitudes of pupils with special education needs to learning are good.

Attendance

15. Attendance over the last three academic years has been consistently well below the national average at between 91.6 per cent and 92.0 per cent. It remains at around this level so far in the current academic year and has fallen below the acceptable 92 per cent in Years 1, 2 and 4. Unauthorised absence has risen this year and is now well above the national average. Part of the reason for this is families frequently leave the area without telling the school. Overall, two in five pupils have been absent without authority for at least one session so far this year. Much of the authorised absence is due to families taking holidays and long trips abroad during term. Pupils' poor attendance has a very negative effect on their attainment and progress.
16. Teachers are in their classrooms in very good time. Lessons start punctually in the morning and after breaks. Most pupils are on time at the start of the day and display a responsible attitude to punctuality but too many are still arriving late. So far this year nearly two thirds of pupils have been late at least once and more than one in ten have been late on ten or more occasions. The school is working hard to persuade parents and pupils of the negative effect of lateness on their education, but so far only with limited success.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The recruitment and retention of good teachers has posed problems for the school since it was first opened. There is a continuing problem when the school needs to find adequate replacements for the permanent staff. The school has had little choice in the appointment of teachers over the past three years and is fortunate to have retained a significant proportion of teachers who are committed to the school and who have worked so hard to improve their teaching.
18. Given the rather special nature of the school and the number of pupils with special educational needs and particularly those in the category of emotional and behavioural difficulties, the headteacher is aware that the quality of teaching required in the school needs to be at least good. There has therefore, been a consistent focus on improving the quality of teaching in the school. This has occurred through a well planned approach to professional development and a rigorous procedure for appointing new staff, although there have been occasions when it has not been possible to implement this due to the shortage of applicants. The programme of professional development has included observations of lessons by the headteacher, deputy headteacher, key curriculum co-ordinators and external consultants, with appropriate feedback and where necessary, appropriate programmes of support. It is not possible to compare the quality of teaching with that found in a previous inspection but external consultants from the local education authority of Croydon carried out a short review of the school just over one year ago and found that teaching in the Foundation Stage was good overall, in the infant classes it was sound overall but

nearly 25 per cent of the teaching in the junior classes was unsatisfactory. The quality of teaching observed during the inspection was significantly better than these findings.

19. In the lessons observed, over one fifth of lessons were very good or excellent, about two-fifths were good and one third satisfactory. About one in twenty lessons were unsatisfactory, poor or very poor (5 lessons). Teaching in the nursery and reception classes is good overall, with many instances of very good teaching and the main reason for pupils' learning being so good at this stage. Teaching in Years 1 and 2 ranges from satisfactory to excellent and is good overall. It is the fundamental reason why pupils make such good progress in their learning. Teaching in Years 3 to 6 ranges from very poor to very good. It is satisfactory overall. There are examples of very good teaching in Years 4, 5 and 6. The poor and very poor lessons occurred when part-time teachers relieved teachers in classes with a significant proportion of pupils with emotional and behavioural problems. The management of pupils was poor or very poor and this seriously affected the pace at which pupils learned.
20. Teachers and teaching assistants have good knowledge of pupils with special educational needs. They use this knowledge well to plan lessons so that tasks and resources are matched to pupils' needs. Teaching assistants are well trained and are effective. They work closely with class teachers and provide a good blend of support and challenge during group work so that pupils do not become too dependent on them. As a result, the quality of support provided by teaching assistants is good. However, there are a few occasions, such as in a Year 2 literacy lesson when all the class are listening to the teacher, that they make little impact on the pupils' learning. All staff ensure that they involve all pupils in learning regardless of gender or ethnicity. The quality of support teaching for pupils learning English as an additional language is good. Bilingual teaching assistants and class teachers have a good knowledge of pupils, which they use effectively to plan work for them. Since most teaching takes place in the mainstream classroom, bilingual teaching assistants are able to work closely with class teachers and provide pupils with enhanced opportunities for speaking and listening in the context of their normal work. Pupils learning English as an additional language are involved fully in all areas of the curriculum. Although some miss aspects of the curriculum when they are withdrawn for intensive support, withdrawal teaching takes place mainly for pupils who are new to the school. Work during withdrawal is related carefully to what goes on in their classes. The needs of the higher-attaining pupils are generally well catered for through matching activities to their stage of learning and through the setting arrangements in mathematics in Years 5 and 6.
21. Teaching in the nursery and reception classes is good overall. Planning is good and teachers and teaching assistants work very well together in a well-organised manner. Children are provided with a good range of activities; some are teacher directed and others allow children to make independent choices. Teachers ensure that children have a wide range of experiences, which offer children opportunities to develop their personal independence and skills in literacy and numeracy.
22. Teaching in English and literacy is based on the literacy hour and is good overall. It ranges from unsatisfactory (two lessons) to very good. Unsatisfactory lessons lacked pace and enthusiasm and teachers' expectations were too low which resulted in pupils not learning enough. In the best lessons, positive use of praise and ongoing informal assessment encourages pupils to improve. Teachers demonstrate sound subject knowledge and they work together well with teaching and bilingual support assistants. Planning is generally good and tasks are well matched to pupils' stages of attainment. Target setting and homework are used effectively to enhance pupils' learning. Teaching in all subjects endeavours to promote literacy skills but this is not consistently good across the school. It is better in the nursery, reception and infant classes, where vocabulary is constantly reinforced, such as in physical education when the teacher asks pupils to identify types of jumps, 'pin', 'twist' and 'star'.
23. Teaching in mathematics and numeracy is based on the national numeracy initiative and is good overall. Lessons observed ranged from satisfactory to excellent. In the best lessons, teachers share with the pupils what they want them to learn. Lessons begin with a brisk mental arithmetic session of about ten minutes. Teachers have good subject expertise and inspire pupils by their enthusiasm. Good questioning makes pupils think and pupils of all abilities are appropriately challenged. At the end of the lesson the teacher uses time to assess how much the pupils have learnt and uses this information for future planning. Other areas of the curriculum are used to

extend pupils' understanding and use of mathematics; for example, in ICT pupils use spreadsheets to calculate addition of money.

24. In science, teaching is good overall. Teachers have sufficient subject knowledge but the quality of planning varies. Planning to meet the needs of the average and lower attaining pupils is good but the higher-attaining pupils are not always suitably challenged. Vocabulary is developed well but ICT is not used sufficiently to develop scientific skills. Marking is good and provides pupils with clear guidance on how to improve.
25. In ICT, teaching is at least satisfactory and often good. Teachers are confident in their knowledge, having received training through the New Opportunities Fund. New techniques are demonstrated well and pupils are effectively managed in the suite set aside for this subject. Other subjects are supported through ICT; for example, English, mathematics and music, but very little use of computers was seen in classrooms to support other subjects.
26. Teaching is good in French because subject expertise is good, the lesson moves at a brisk pace and resources are used well. Learning is good with pupils speaking in French almost throughout the lesson. Teaching in religious education is good overall, with well-planned lessons enabling the pupils to learn well. In the lessons observed in art, design and technology and music, teaching was satisfactory overall, enabling pupils to make satisfactory progress in their learning. In physical education, teaching ranged from satisfactory to very good and pupils' achievements reflected the quality of teaching. In the few lessons seen in geography and history, teaching was satisfactory overall and pupils made satisfactory progress in those lessons. However overall, teaching is unsatisfactory over time in geography and history because pupils do not achieve as much as they should.
27. In teaching and learning seen during the inspection there were strengths and weaknesses:

Strengths

28. In the best lessons
 - Teachers plan thoroughly and pupils are made aware of what they are expected to learn; for example, each of four groups in a class were given specific mathematical objectives related to their prior learning. This had the effect of enabling pupils to work confidently at the task in a quiet and purposeful atmosphere.
 - Teachers remind pupils of the last lesson by asking questions which challenge their thinking. Teachers then build on the pupils' responses and ask pupils to practise again what they were doing last week; for example, a funny walk like a clown. Vocabulary is developed through lessons other than literacy, such as in physical education when pupils are asked 'What is a balance?' Pupils did not know so the teacher effectively demonstrated a balance and then asked pupils to practise themselves.
 - Pupils are involved in evaluating others work; for example, watching other pupils perform a sequence including a balance, roll and funny walk. Pupils are praised for their efforts and this has the effect of encouraging pupils to try even harder the next time.
 - Teachers' subject expertise is very good; for example when demonstrating the handling of clay the teacher described carefully what she was doing and why. Lots of speaking and listening produced a wide range of words to describe the actions. Good attention was paid to techniques, where clay originates and where it should be stored to avoid drying out. Time was used at the end of the lesson to remind pupils of the techniques employed and because of the emphasis on vocabulary, the links with literacy were excellent.
 - Teachers and teaching and bilingual support staff work very well together. As a result of careful planning, identified pupils receive support from teaching assistants. The adults engage in a good dialogue with pupils during independent activities and this ensures pupils are fully engaged and making progress in line with their abilities.
 - Teachers and teaching assistants make very good use of resources; for example in a literacy lesson, teachers make constant reference to the pupils' targets. Excellent use is made of literacy boxes containing target cards, subject specific dictionary (staying healthy), line guides and sentence detective sheet to support pupils' independent learning.
 - Teachers have high expectations of their pupils both in behaviour and in output of work. They use time targets to ensure the pace of learning is brisk with pupils totally focused on their work.

- Relationships between teachers and pupils are very good. Pupils are well managed and this results in positive attitudes to work, very good behaviour and the lesson proceeding at a very good pace.

Weaknesses

29. Where teaching is unsatisfactory
- The pace of the lesson is too slow and many pupils do not participate. No time targets are set.
 - Teachers have not built a positive relationship with pupils and therefore they do not respond willingly.
 - Noise levels are too high and it is very difficult for pupils to concentrate on their tasks.
 - Individual pupils who are new to the school are given insufficient support to cope with the tasks.
30. Where teaching is poor or very poor
- The lesson is satisfactorily planned but not well explained. Pupils pay little or no attention to the teacher. Control of the class is completely in the hands of a small group of pupils and very little learning takes place.

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

31. The curriculum is broad and balanced and fully meets the requirements for the teaching of the National Curriculum and religious education. The school has made considerable strides in developing its curriculum since it opened in 1998. It is receptive to educational developments and has successfully introduced the national strategies for the teaching of literacy and numeracy. The school makes considerable efforts to offer a culturally diverse and rich curriculum, relevant to all its pupils.
32. In the last few years the requirements of the National Curriculum have altered quite radically. Nevertheless, the school has adapted well and has developed a curriculum framework that sets out the time allocated to each subject on a termly basis. The quality of planning is good and teachers are supported in their work by policies and schemes of work in all subjects that clearly identify what should be taught at particular times in a pupil's time in the school. This ensures that knowledge is developed systematically. A particular strength of the curriculum is the links made between subjects, so that new learning in one subject consolidates previous learning in another. The curriculum is planned so that topics in different subjects occur at the same time, thus encouraging links to be made. Literacy is promoted through work in ICT when pupils use the computer to produce 'newspaper reports'. As part of their study of the Tudor period of history, Year 5 pupils wrote imaginary letters from Tudor seamen, describing their living conditions. Mathematics is developed through work in science. Pupils produce graphs on favourite foods as part of their work on the importance of diet in maintaining health. Their experimental work in science provides opportunities for accurate measurement and recording.
33. The curriculum is well focused on the requirements of the National Curriculum. Personal and social education are carefully planned and form an important part of the school's curriculum. Due account is taken of the ethnic diversity and religious traditions of the pupils. Sex education and drugs awareness are appropriately taught. Citizenship is promoted well through the school council.
34. The school offers pupils a rich and varied curriculum. In addition to the National Curriculum subjects and religious education, pupils also learn French. Pupils' interest in learning is stimulated by a range of visits and Year 6 pupils benefit from a residential visit to Marchants Hill, a rural centre in Surrey.
35. The strategies that the school has adopted for the teaching of literacy and numeracy are effective. Planning is good in these subjects and pupils of all abilities progress well.
36. The school provides a wide range of extra-curricular activities. These are enjoyed by pupils and valued by parents. Pupils have the opportunity to take part in dance and music festivals and in a number of sporting activities. Year 2 pupils can learn the recorder and older pupils play in the school band. Learning outside the normal school day is very well catered for. In addition to a

homework club, there are clubs for mathematics, literacy and ICT. A regular pattern of homework effectively reinforces what pupils learn at school.

37. The school offers all pupils equal access to the curriculum. Teachers plan to take account of the range of ability and competence in English in their pupils and to ensure that all are able to access the curriculum according to their needs. They make good use of the generous level of in-class support provided for pupils with special educational needs and those learning English as an additional language.
38. Pupils with special educational needs have full access to a broad and balanced curriculum. They receive support mostly in the classroom and sometimes in withdrawal groups. Specialist teaching in withdrawal groups is very focused and mainly limited to activities for which it is difficult to provide in the classroom.
39. There are sound opportunities for pupils to study other cultures in the curriculum; for example, in religious education and history. The school values the linguistic diversity in its population and uses different languages effectively as a resource for supporting pupils, and communicating with parents.
40. The school has good links with the community, which contribute to pupils' learning. Particularly good use is made of the locality to extend pupils' experiences and knowledge. Visits are arranged to local places of worship, a nearby pond and the local town. A range of visitors comes to the school to speak to pupils on a variety of subjects. The school's involvement with Croydon Sports Partnership has provided pupils with opportunities to play a range of sports, including lacrosse, cricket, touch rugby and short tennis but pupils do not have sufficient opportunities to play matches against other schools.
41. The school has developed very good links with partner institutions. Pupils have had the opportunity to use facilities at a neighbouring secondary school and staff from that school have assisted in the development of ICT. The close links established help to ease pupils' transfer at eleven. Further effective links exist with Croydon College and local playgroups.
42. The school promotes a very positive ethos for learning and addresses the development of pupils' spiritual, moral, social and cultural awareness very effectively, particularly through assemblies and the taught curriculum, which includes a well developed programme for personal, social and health education.
43. There is no specific policy for developing pupils' spiritual, moral, social and cultural education, but most of the desirable elements are addressed in other policies; for example, the behaviour policy or through the school's annual schedule of assembly themes. Acts of worship are mainly Christian but other faiths are not neglected and some assemblies have a deliberately multi-cultural content. They offer good opportunities for prayer, meditation and spiritual contemplation and comply with statutory requirements. The school has developed very effectively the practice of using music to enhance pupils' spiritual experiences during assemblies. A particularly fine example of this was a musical piece used during an assembly for younger pupils on endangered species, which incorporated whale song.
44. The school is very conscious of the spiritual dimension and generally promotes spiritual awareness well. Pupils have the opportunity to reflect not only in assembly but also in lessons on the great mysteries of life, such as why we are here, though occasionally teachers miss the opportunity to promote a sense of wonder. Visiting groups, such as a circus troupe and African Drum workshop, are sometimes successful in providing additional inspiration for pupils.
45. The school promotes pupils' moral and social development very effectively. One of the strengths is the excellent co-operation between classroom teachers and learning support assistants. Pupils are clearly taught not only the difference between right and wrong but also why something is right or wrong. The school is very successful in encouraging self-discipline and awards highly valued 'self-discipline' badges for older pupils. It encourages pupils to contribute to the welfare and pleasure of others and for older pupils to take responsibility for younger ones. Pupils have helped to develop the code of conduct and most live up to the expectations of the two golden rules displayed around the school. Assemblies usually have a significant moral content, where

pupils learn to consider the effect of their actions on others; for example, a Year 1 assembly strongly attacked the dropping of litter. As a result relationships between pupils and between staff and pupils are very good. Staff use reasoned discussion to try to resolve problems that arise in lessons or on the playground. The success of the school's policy and practice is reflected in the generally high standards of behaviour and the happy atmosphere.

46. The school is very successful in developing pupils' social skills. Their generally considerate behaviour reflects very well on their training. They work well in groups and pairs and even the youngest pupils are able to share and take turns in using resources. The quality of relationships is very high and pupils look after each other very well. There is a school council, whose deliberations staff value highly and pupils, particularly the older ones, carry out a range of other responsibilities with considerable enthusiasm. Pupils' social development benefits considerably from the personal social and health education programme; this includes 'circle time' that allows classes to discuss issues that arise in and out of school. Pupils engage in fund-raising, thus helping to increase their awareness of those less fortunate than themselves.
47. The school successfully introduces pupils to British cultural heritage and traditions through trips to places of educational or artistic interest. There is a wide range of interesting cultural displays around the school, such as the work of William Morris. Other displays include pupils' own artistic efforts and prints of the works of great artists to whet pupils' appetites. There is always a musical piece at the main assemblies and, as far as possible, it is tied in with the theme for the week. The school takes an active part in celebrating great events in Britain, such as its plans for the Queen's Golden Jubilee.
48. The school provides a wealth of opportunities for learning about other cultures. It actively promotes pupils' knowledge of life beyond their own immediate environment. The programme for assemblies covers the feast days of several major religions and there are many imaginative displays about the different religions and cultures; for example, on aspects of Islam and a display of African textiles. The study of other cultures is actively encouraged by individual teachers. Pupils learn about different musical traditions and have the opportunity in class to discuss aspects of their own various backgrounds. The comprehensive range of well-attended extra-curricular activities also successfully extends pupils' understanding of the world in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. Very good child protection measures are in place and new staff receive their full induction training in this crucial matter in their first week. Liaison with local support agencies is close. Health and safety arrangements are very good and all new risks are properly assessed. The school's health and safety policy, which is regularly reviewed by the governors, complies with legal requirements for health and safety and for risk assessment. Governors, the head teacher and the site manager have received relevant training. The policy is backed up by practical and frequent inspections, which include procedures for staff to take immediate action on any matters needing urgent attention. Provision for medical care and first-aid and for evacuation in the event of fire is very good. Regular tests are carried out on all types of equipment and litter mostly from outside the premises is regularly cleared. The school took early action on a few minor deficiencies noted during the inspection.
50. The school provides effective support and guidance for pupils, offering a happy, secure and stimulating environment in which they can flourish. This support includes a breakfast club for early arrivals and individual support for new pupils from overseas. The school is working on strengthening this support by introducing a 'buddy' system for older pupils to help younger ones, though informally this sort of help already exists in many ways. Staff give valuable assistance to pupils with special language or educational needs and liaise effectively with the appropriate support agencies. Teachers know their pupils well and respond sensitively to their needs. Children in the nursery and reception classes are valued as individuals and are treated with understanding and respect. Class teachers, very ably supported by teaching and bilingual support assistants, look after their pupils very well and are familiar with their strengths and weaknesses. They keep a close eye on personal progress and development and pupils know that they can turn to them or other staff for help.

51. The school's positive and inclusive ethos, backed up by assemblies and a good personal, health and social education programme, helps pupils to develop a strong moral and social sense and to act responsibly. The long-standing school council's advice is valued by the school's management and older pupils' views are regularly sought through questionnaires. All pupils have the opportunity of carrying out at least minor classroom duties, such as tidying up or helping feed the fish in the nursery. Pupils in Years 4, 5 and 6 can earn the coveted 'self-discipline' badge, which earns them privileges and allows them to help supervise the infants' playground. Year 6 pupils cheerfully take on extra responsibilities, including helping in the dining hall and at assembly. Parents greatly appreciate the school's highly effective procedures for helping new pupils to look forward with enthusiasm to joining the school and the help and advice of the home-school liaison officer. The well-co-ordinated arrangements for transfer to main secondary schools ensure that pupils move on with confidence.
52. The school's systems for monitoring and improving attendance are good. They might be more effective if absences were followed up on the first day. However, the head teacher takes every opportunity to remind parents of the negative effect poor attendance has on their children's education and is on hand in the front playground most mornings to promote punctuality. The school has a range of inducements to improve attendance and punctuality and the home-school liaison officer and education welfare officer visit those whose attendance is unsatisfactory but with limited success. No parents have been prosecuted in recent years for their child's non-attendance at school.
53. The measures used to foster good behaviour are well understood by all pupils, with the majority responding well. Staff have high expectations of good behaviour and promote an orderly and cheerful atmosphere throughout the school. These expectations are realised by the standards of behaviour observed. Pupils know that they are required to behave sensibly and react accordingly. Current procedures for monitoring and promoting discipline and good behaviour are extensive and very effective. They include a sensible behaviour policy, sensitively implemented with an appropriate range of sanctions and rewards. The school works closely with those who have difficulty conforming, providing specialist support for those with behavioural difficulties. The head teacher is actively involved in handling each case of serious misbehaviour and only uses exclusion as a last resort.
54. The school is very clear about its intolerance of bullying and racial and sexual harassment. It has clear procedures for recording racial incidents and reporting them each term to the local education authority and governing body. The co-ordinator has plans to revise the policy for equality of opportunity in the light of advice from the Commission for Racial Equality. Time spent by staff with pupils who may have difficulty in behaving sensibly and the sanction of reporting bad behaviour to parents usually act as effective deterrents. The school provides good documentation for both pupils and parents on how to cope with bullying.
55. The school has a good assessment policy, which provides for teachers and pupils to agree targets in key areas. It is in the process of introducing a very effective new tracking system, which has already led to identifying Year 6 pupils who need additional help in core subjects and the introduction for them of targeted booster classes. It is intended that this system will shortly be extended throughout the school and should ultimately lead to improved accuracy in predicting National Curriculum grades and in increased clarity about value added. At subject level assessment and marking are generally satisfactory, though they are very good in the case of mathematics and the Foundation Stage, good in special educational needs and for English as an additional language. There are good procedures, used well, which note pupils' strengths and weaknesses and report attainment against National Curriculum levels or early learning goals. The school uses standardised tests well, including baseline assessments on arrival. All pupils are regularly assessed in detail in the core subjects and the school maintains detailed profiles for each pupil. The quality of marking is usually at least satisfactory and often good, very good in the case of mathematics. The school records in detail the progress of those with special educational needs and those for whom English is not the first language. Assessment is appropriately linked to individual education plans or statements and to other appropriate records. The use of assessment to guide curricular planning is usually satisfactory and very good in mathematics.
56. Assessment information is used effectively to identify pupils with special educational needs and set targets in individual educational plans. These targets are good because they are specific and

manageable and are formulated in consultation with teachers, teaching assistants and, where appropriate, outside agencies. The school recognises the need to integrate targets in individual educational plans and pupils' individual targets in literacy and numeracy where appropriate. Individual education plans are reviewed each term or sooner if there is a need. The annual reviews of statements of special education needs meet the requirements of the Code of Practice. For the meaningful involvement of parents, who are less proficient in English, in annual reviews or other matters, the help of translators is sought.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The comments below on parents' attitudes to the school must be treated with a little caution, as only one in ten parents replied to the questionnaire and attendance at the parents' meeting was very low. Parents have a very positive view of the school. They confirm that their children enjoy coming to school and consider that they make good progress. Most respondents to the questionnaire feel that behaviour in the school is good. Those at the parents' meeting considered there is some poor behaviour but that the school deals with it appropriately. Parents see the teaching as good, with pupils being given a lot of help in learning. Most consider that pupils get the right amount of homework. They feel comfortable about approaching the school, which works closely with them, and are kept well informed about progress. Staff are very approachable and parents can see teachers on any day. All parents who expressed an opinion, see the school as being well led and recognise that the school both expects their children to achieve their best and effectively helps them to mature and make progress. Its links with parents are good and it promotes a pleasant attitude and a strong sense of teamwork. Parents are pleased with the interesting range of extra-curricular activities. The inspection results confirm the parents' positive view of the school.
58. The school's links with parents are effective overall. It consults parents annually on topics of their choosing and takes their comments into account in its planning. However, their response is not very high. It provides parents with information evenings on matters of educational interest, such as bilingual literacy for the whole family and a home-school liaison officer is available to show them round the school and to visit them at home. The school holds three very well supported parents' consultation meetings on progress each year and actively encourages informal contact by parents. Parents are invited to a range of musical and dramatic productions, sporting events and other activities relating to special occasions. The Parents' Association is still fairly new. It holds social and fund-raising events, such as the talent show and the Christmas fair, that raise some money for the benefit of their children. More importantly they help cement the school's relationship with the local community.
59. The quality of information provided for parents is very good. The tone of the school's documentation is welcoming and the contents are very informative. The prospectus and governors' report to parents are comprehensive and meet statutory requirements. The short regular newsletter keeps parents informed on specific school events and requirements and, on occasions, includes useful advice on how to help children at home. A particularly strong feature is the curriculum newsletter, which tells parents what their children will study in the next term. New parents are clearly informed of the school's policies in key areas, such as homework, behaviour and attendance. The induction documentation for new pupils is simple and effective and includes suggestions for assisting children at home. The school is currently developing an Internet website. It has set up excellent arrangements for ensuring that parents whose English is limited or who have learning difficulties are kept in touch with the school and informed of developments. These include written translations or oral interpretations by the school's many multi-lingual staff and guided visits by the home-school liaison officer.
60. The annual written report to parents on pupils' progress meets statutory requirements and the quality of both presentation and content is good. Staff are generally consistent in setting out what pupils know, can do and understand, though some teachers do not evaluate as clearly as others the pupil's performance in a subject. The report incorporates targets and provision for pupils and parents to comment.
61. The overall contribution of parents to their children's learning at school and at home is satisfactory. Parents want their children to do well and most see that homework is done. Homework is set

across the school and parents have an opportunity to keep themselves informed about their children's reading and to support day-to-day progress through reading records. Some pupils do not make as much progress as others because their parents do not contribute by hearing reading and completing their child's reading diary. Parents of pupils with statements of special educational need are fully involved in the reviews of their children's progress. Currently there is a handful of dedicated parent volunteers working effectively to broaden pupils' experience by helping in lessons and around the school. A further large number of parents support outings and religious festivals.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher provides strong leadership and very good management of the school. Staff have a clear understanding of what is expected of them and so do the pupils. She has high expectations of herself as well of others. She is a good role model and leads from the front. Parents speak highly of her influence and of her readiness to deal with any matters of concern that parents might have. She is well supported by the deputy headteacher and other key members of staff. Curriculum leadership is good at the Foundation Stage and in mathematics, English, ICT, special educational needs and English as an additional language. It is satisfactory in science, art, design and technology, geography, history, modern foreign languages, physical education and religious education. As a result of a teaching vacancy there is currently insufficient expertise to lead development in music. There have been significant improvements in all aspects of school life since the school opened in 1998; in particular the quality of teaching and raised expectations of what the pupils can achieve, especially in the pupils' personal development, English, mathematics and science.
63. The support for special educational needs is well managed. The special educational needs co-ordinator has a clear understanding of her responsibilities, which she carries out effectively. There are good systems in place to ensure liaison between class teachers, teaching assistants, the ethnic minority achievement (EMA) staff, outside agencies, parents and the special educational needs governor. The provision for in-service training for special educational needs is good. The teaching assistants are effectively deployed. The governing body meets its responsibilities to report to parents on the implementation of the special educational needs policy. The EMA co-ordinator provides good leadership in the management of provision for English as an additional language. The school has been very successful in recruiting bilingual staff who speak a range of languages spoken by bilingual pupils and their parents. This is helping the school to establish good links with parents and induct new pupils into the school effectively. The deputy head, who has recently taken over the responsibility for the co-ordination of equal opportunities, has a good understanding of issues related to this aspect of her work.
64. The school is increasingly effective in meeting its aims. Parents state that it is a much happier place and pupils enjoy the stimulating and caring environment in which all staff play their part. Pupils are involved in determining the code of conduct and this has had a positive impact on behaviour in the school. The school places a strong emphasis on literacy, numeracy and ICT skills and this is enabling pupils to develop in all areas of the curriculum. Target setting has involved the pupils in their learning and encouraged them to have positive attitudes. Pupils are developing a feeling of self-worth and they are increasingly working effectively, both independently and with others. They have good relationships with other pupils and they show consideration and respect for others.
65. In order to raise standards, the headteacher and governors have recognised that the quality of teaching is of paramount importance. The school has adopted a teaching and learning policy and there is a rigorous programme of monitoring and supporting teachers to help them improve. In addition, the governing body has recognised the need to appoint very good teachers where vacancies exist but it has not been easy as a result of the shortage of candidates. It has also recognised the importance of retaining teachers of very good quality and it has introduced a strategy, which it is hoped will help in this process. The headteacher has effectively deployed staff to use teachers' skills to full advantage; for example, to manage the pupils in Year 6 and to support those whose teaching is not so strong.
66. The governing body, under the strong leadership of the chairperson, is fulfilling its statutory duties. It carried out a review of its effectiveness in 2001 and rightly confirmed the current structure of committees and responsibilities was appropriate for the school. It carries out a review of the school annually using the criteria in the Ofsted Handbook. The chairperson visits the school on a very regular basis and is most knowledgeable about the school's affairs. The governing body is clearly involved in strategic planning. Chairs of committees are actively involved with the headteacher and staff in deciding the priorities for the school and these all link to raising standards of pupils' personal development and academic standards. Governors have responsibilities linked to classes and to subjects. They visit as often as they can. They regularly receive detailed reports from the headteacher and from other members of staff in committee. As a result, the appointment of staff is of major interest to all. Governors carry out confidential exit

interviews when staff leave to see whether there is anything they can do to improve matters for retaining staff. Governors are concerned about the school's test results and want to see the school perform better. They agree the targets for the national tests in conjunction with representatives of the local authority but they are well aware of the factors, such as the high number of pupils with special educational needs, the large proportion of pupils who speak English as an additional language, the high turbulence and the poor levels of attendance which have all had some considerable influence on the results. It has taken some positive steps to address these issues. Apart from appointing very good teachers, the number of teaching assistants and bi-lingual support assistants has been increased significantly to good effect. A home/liaison officer has been appointed to make links, particularly with the parents of pupils who have just entered the country and who do not speak English, to ensure their children make the best use of their education. A new system for contacting parents when their children do not attend is to be in use shortly.

67. A policy for monitoring and evaluating the school's work is in place and is most effective. The headteacher has a clear idea of the strengths and weaknesses within the school, including those individuals who require significant support. Information is gathered from sampling pupils' work, regular classroom observations and planning reviews throughout the year. In addition to the headteacher, other senior staff are involved in monitoring and supporting teachers through classroom observations; for example, in English and mathematics, and this has had a significant effect on improving the quality of teaching and the pupils' learning. The school is making good use of performance management and links individual targets to those which are a priority in the school. The headteacher meets co-ordinators to review progress each term in relation to the agreed targets and then to agree the action plan for the following term based upon the school's priorities as well as those of the subject co-ordinators. The school links its spending to the issues identified as being in need of development or to sustain the improvements already in place. The headteacher and co-ordinator for assessment have introduced a system for tracking pupils' progress through the school using a spreadsheet on the school's computers. This has the advantage of collating all the available information held on each pupil, including attendance statistics, date of entry to the school and national and other test results. Analysis of test data has already shown that boys are not achieving as well as girls and that some ethnic groups are not achieving as well as the other pupils. The school has taken action to address these findings.
68. The school makes very good use of its resources. As a result of previous experience, the governing body has learnt that the very high turbulence can cause considerable problems; for example, a large number of pupils in the same year group were admitted to the school during the academic year. This resulted in having to form an extra class with the consequent costs of employing an additional teacher. As a result the governing body has taken the decision to hold a substantial balance in case of such emergencies again. Priorities are established after careful analysis and funds are targeted very specifically; for example,
- booster classes for those pupils who are on the border of achieving a higher grade in the national tests,
 - bilingual support for the many pupils in the early stages of learning English as an additional language,
 - the appointment of the home-liaison officer to improve the levels of support from parents for their children
 - funds to help retain very good teachers on the staff.
- Parents and pupils are consulted about the strengths and weaknesses of the school and their comments are taken into account when determining priorities. The school is confident that it applies the best value principles of comparison, challenge, consultation and competition in its decision making.
69. The school is effectively organised to ensure it works well from day to day. It has a well thought through management structure and the senior management team and teachers with posts of responsibility carry out their duties effectively. The school administration is very good. The school is using new technology well; for example, the security system, the system for keeping the school's finances and the use of a spreadsheet to compare pupils' progress and other information. However, the school does not yet have its own e-mail address.
70. The school is generally well staffed. The number of teachers and teaching assistants is adequate for the number of pupils although there is currently a lack of expertise to take responsibility for

music. Teachers and teaching assistants update their skills through regular in-service training and other forms of professional development. The accommodation is spacious, bright and well kept with many stimulating displays along the corridors and in the classrooms. Teachers use the space effectively to interest and motivate their pupils with bright displays of pupils' work and artefacts related to current learning. In particular, there are many displays in a wide range of languages to make all pupils feel their language is valued. Resources, including the libraries, are good overall. Outdoor equipment is good for the children in the nursery and reception classes but its position makes it unusable during the months when the ground is wet without specific footwear.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The school should:

- (1) raise standards in English, mathematics and science by:
improving the quality of teaching,
ensuring consistent application of the school's policies,
addressing the subject weaknesses identified in the report.

(paragraphs 84-102, 103-110, 111-118)

- (2) raise attainment in geography, history, music, physical education and religious education by:
improving the quality of teaching,
ensuring consistent application of the school's policies,
addressing the subject weaknesses identified in the report.

(paragraphs 135-141, 153-157, 158-163, 164-168)

- (3) improve attendance by:
reviewing procedures to encourage full attendance by pupils.

(paragraphs 15,16)

- (4) improve teaching to be consistently good across the school by:
continuing the programme of monitoring and support with particular reference to the known weaknesses in subjects.

(paragraphs 17-30)

Minor issues

Use computers in classrooms more often to consolidate pupils' skills in all subjects.
(paragraph 149)

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

72. Over 43 per cent of pupils speak English as an additional language. In addition, there are an increasing number of refugee pupils. Most of the refugee pupils and a significant number of others are targeted for specialist support by the EMA co-ordinator and 6 bilingual teaching assistants who are largely funded under the Ethnic Minority Achievement Grant. The school also benefits from support provided by a bilingual home-school liaison assistant. The quality of this support is good overall, with some being very good. As a result, pupils learning English as an additional language make good progress across the school and attain standards which are similar to those attained by other pupils of their age and ability.

73. The quality of support teaching for pupils learning English as an additional language is good. Bilingual teaching assistants and class teachers have good knowledge of pupils' attainment which they use effectively to plan work for them. Since most teaching takes place in the mainstream classroom, this enables bilingual teaching assistants to work closely with class teachers and provide pupils with enhanced opportunities for speaking and listening in the context of their normal work. Pupils learning English as an additional language are involved fully in all areas of the curriculum. Although some miss aspects of the curriculum when they are withdrawn for intensive support, withdrawal teaching takes place mainly for pupils who are new to the school. Work during withdrawal is related carefully to what goes on in their classes. A very good example of withdrawal teaching was seen in a lesson with a group of mostly Year 1 pupils who are in the early stages of learning English. The first part of the lesson was taught by the EMA co-ordinator on her own but in the second part, she was joined by the pupils' mothers who are taking part in the Family Literacy Course run in the school by Croydon Council. The co-ordinator had planned the lesson very carefully. She prepared excellent resources and a range of activities to use the story of 'The Billy Goats' as a context for developing pupils' speaking and listening and early reading skills. She also provided the pupils with very good opportunities to work with their mothers who helped them to sequence the story, using their home languages. The co-ordinator used every available opportunity to develop pupils' spoken English; for example, during the fruit sharing activity towards the end of the lesson, she taught pupils the names and tastes of different fruit and encouraged them to use structures, such as 'Please may I have some guava? Would you like some mango?' Throughout the lesson, she listened to pupils' responses carefully and built on them, providing them with good models of spoken English. This made a very positive impact on pupils' involvement and progress in the lesson.
74. In lessons, where specialist language support is not available, pupils get good opportunities to develop confidence and facility in using English. Class teachers generally explain new ideas in a way that make sense to all pupils. They enable pupils to take part in the introductions and review part of whole-class lessons and group work. This gives pupils further opportunities to develop their speaking and listening. As a result of good provision for English as an additional language and the school's commitment to inclusion, pupils have developed good attitudes to learning. They are well integrated into the life of the school and respond well in lessons.
75. There are good arrangements for assessing the progress of learners of English as an additional language. Pupils' attainment is assessed regularly and records of their progress are kept. These records include information on pupils' background, stages of English and an analysis of their on-going needs. This helps to identify pupils who need additional help and those who do not require it any longer. There are good working relationships between EMA and special educational needs staff. This enables them to liaise with each other in relation to assessment and provision in the classroom. There is a good range of resources to support learners of English as an additional language, which is used well. The linguistic and cultural diversity within the school is celebrated well through notices, captions and resources in different languages. There are also very good opportunities for pupils to use their home languages where appropriate. The provision for in-service training for the bilingual teaching assistants and class teachers is good. The EMA co-ordinator provides good leadership in the management of provision for English as an additional language. The school has been very successful in recruiting bilingual staff who speak a range of languages spoken by bilingual pupils and their parents. This is helping the school to establish good links with parents and induct new pupils into the school effectively. These links are particularly apparent in the successful running of the Family Literacy Course which is helping mothers to contribute effectively to their children's learning at school and at home.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	39	28	3	1	1
Percentage	2	20	42	31	3	1	1

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

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)	24.5	404
Number of full-time pupils known to be eligible for free school meals	0	195

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	138

English as an additional language	No of pupils
Number of pupils with English as an additional language	176

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	87
Pupils who left the school other than at the usual time of leaving	93

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	34	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	28
	Girls	30	32	33
	Total	56	57	61
Percentage of pupils at NC level 2 or above	School	85 (85)	86 (87)	92 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	24
	Girls	30	32	30
	Total	55	60	54
Percentage of pupils at NC level 2 or above	School	83 (83)	91 (92)	82 (87)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	37	31	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	22
	Girls	14	13	19
	Total	28	27	41
Percentage of pupils at NC level 4 or above	School	41 (57)	40 (52)	60 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	23
	Girls	20	21	23
	Total	41	43	46
Percentage of pupils at NC level 4 or above	School	6 (57)	64 (63)	69 (72)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	53
Black – other	4
Indian	14
Pakistani	9
Bangladeshi	22
Chinese	4
White	158
Any other minority ethnic group	55

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	21.7
Number of pupils per qualified teacher	18.6
Average class size	23.7

Education support staff: YR – Y6

Total number of education support staff	33
Total aggregate hours worked per week	416

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	49
Total number of education support staff	3
Total aggregate hours worked per week	70
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	12.8
Total number of vacant teaching posts (FTE)	2.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	2
Other minority ethnic groups	1	0

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

Financial information

Financial year	2000-2001
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	£
Total income	1251874
Total expenditure	1238418
Expenditure per pupil	2777
Balance brought forward from previous year	104436
Balance carried forward to next year	117892

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	429
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	2	2	0
My child is making good progress in school.	55	41	4	0	0
Behaviour in the school is good.	37	49	10	0	4
My child gets the right amount of work to do at home.	44	41	14	0	2
The teaching is good.	58	40	2	0	0
I am kept well informed about how my child is getting on.	60	35	2	4	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	4	2	2
The school expects my child to work hard and achieve his or her best.	56	40	2	0	2
The school works closely with parents.	25	59	8	0	8
The school is well led and managed.	54	44	0	0	2
The school is helping my child become mature and responsible.	48	46	0	0	6
The school provides an interesting range of activities outside lessons.	27	53	4	0	16

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

76. There are 49 children in the nursery who attend part-time and 69 in the reception classes who attend full-time. Amongst this number are significant proportions of children who have special educational needs or who are learning English as an additional language. The majority of children who start in the nursery have very low levels of attainment in all areas of learning, although there are a few children who already know how books work and that words and pictures convey meaning. The children in the nursery make good progress, particularly in personal, social and emotional development, communication, language and literacy and mathematical development but they still enter the reception classes with levels of attainment that are below and sometimes well below those expected of children of this age. (The overall results of early assessments have declined over the past three years and are in the bottom ten per cent for the London Borough of Croydon). The children in the reception classes continue to make good progress and by the end of the reception year the most able children are on track to attain the Early Learning Goals in all areas of learning. Those who are average and below average in the classes are likely to attain the Early Learning Goals in personal, social and emotional development and physical development but they will not have attained all the goals in communication, language and literacy, mathematical development, knowledge and understanding of the world or creative development. The good progress maintained through the nursery and the reception classes is the result of the interesting activities that are planned for the children by the teachers and the amount of good and very good teaching they receive.

Personal, social and emotional development

77. Children in the nursery and the reception classes make good progress in this area. They clearly enjoy coming to school and in both the nursery and the reception classes children enter the rooms confidently. In the nursery, they quickly settle to their initial tasks whilst in the reception classes the children sit on the carpet and look at their books. Teachers have high expectations of children's independence and personal responsibility. Children in the nursery are expected to dress themselves appropriately before they go outside and reception children to change before and after physical activities in the hall. Children in the nursery quickly learn to use the toilet independently. The teachers and other adults work well together and are good role models for the children. Children are encouraged to be kind to one another and to work well together. They are given many opportunities to develop their social skills in both the nursery and the reception classes and, as a result, relationships between children and children and adults are good. Children learn to take turns; for example, when using the wheeled vehicles outdoors. This attribute is further developed in the reception classes through activities which involve taking turns; for example, with a dice when playing a game to improve their counting. Children quickly learn what is acceptable behaviour, such as when one child was prevented from using a piece of apparatus by another and her friend told an adult that she was unhappy. Children are expected to tidy up at the end of the lesson and to ensure that all the equipment and apparatus is put away. Nearly all the children are on track to achieve the Early Learning Goals by the time they leave the reception classes.

Communication, language and literacy

78. There is a high number of children for whom English is an additional language and many of these are in the early stages of language acquisition. This, together with the very low levels of language development of most of the other children, requires that language and communication forms the basis and focus of work in all areas of learning. In the nursery and the reception classes, the teachers encourage the development of the children's speaking and listening skills by questioning children about their work and their understanding, such as in role-play. Teachers encourage the children to join in and read from stories they know or, in the reception classes, words written on the white board. The children respond positively and can re-tell stories they have heard, such as 'The Gingerbread Man'. Children also sing songs and rhymes such as 'Tommy Thumb'. Children are provided with daily opportunities to write. Although few of the children in the nursery can write their names legibly, they are making marks that are beginning to resemble the

letters in their name. By the end of the reception year, most of the children are on track to write their name clearly for all to read. Teachers ensure that children are introduced to phonics to support the children's learning of sounds and the children can tell visitors which letter they are learning this week with some appropriate words. Those of higher ability already recognise letters and sounds when they are reading. Teachers ensure that children hold the books correctly and turn the pages, looking from left to right along the lines. They encourage the children to use pictures as clues to meaning and ask them to retell stories in their own words. Children know that print has a purpose. They enjoy books and take their books home every night to share with parents. Teachers and other adults hear children read weekly. Children make good progress in language development but because most of the children's attainment is very low when they start school, standards are well below those expected for their age when they leave the reception classes. Those of higher ability are on track to achieve the Early Learning Goals by the time they leave the reception class.

Mathematical development

79. When children start school their mathematical skills are very low. The teachers provide a wide range of interesting activities, which are appropriate to the children's interests and range of abilities. Most tasks are activity-based and children are really enthusiastic to do them, such as in the nursery where children count the number of skittles they have knocked down. In the reception classes, children count to 100 while they are getting dressed for physical activities in the hall and they add $13 + 6$ to make 19 when they calculate the number of children having school meals and those who are having a packed lunch. Children in the reception classes practise writing numbers and record some of their calculations such as $4 + 3 = 7$. They learn about taller and shorter by comparing each other's heights and they also compare towers of different heights. Children in the nursery learn about patterns and in the reception classes they learn about and use repeating patterns. Children are introduced to a variety of shapes in the nursery and by the end of the reception year the higher ability children are likely to know the name of a square, circle, diamond, rectangle, and a hexagon. However, the attainment of the majority of children when they leave the reception class is below that expected for their age.

Knowledge and understanding of the world

80. Children make good progress in this area of learning, although the general attainment is below that expected of children when they leave the reception class. Teachers provide children with a wide range of stimulating and interesting activities. Children learn about people who work in the community such as the postman, the policeman, the fireman and the local baker. They visit a local bakery to see how bread is made and carry out a survey of which bread is their favourite comparing samples of Greek, Italian, Indian, American and English varieties. Teachers encourage children to bring photographs of themselves as babies and to talk about the differences as they get older. They talk about how they have grown. They investigate certain features of their bodies, such as the colour of their eyes and they note those who have features which are similar and those which are different. They learn the names of the parts of the bodies such as shoulders, elbows and ankles. They regularly discuss the weather of the day and make comparisons, discussing with the teacher whether it is sunny or windy. Children learn about the days of the week and the times of the day. They learn about the seasons and they grow plants from seeds so they understand what plants need to make them grow. Children use the computers for a range of activities; for example, in the nursery the children write their shopping lists and in the reception classes they write their names. Children also use programs that help them to read and to follow stories. Teachers support their growing understanding of the world by providing small cars and street maps. In play children show they know about traffic lights and safe places to cross the road in their conversations with each other and with adults. They use building blocks and other construction materials to design homes and other objects such as lorries, diggers and planes.

Physical development

81. Children's progress in physical development is good and most are on track to achieve the Early Learning Goals by the time they leave the reception classes. Children in the nursery have regular sessions outdoors where they can use wheeled vehicles on a hard play surface. Teachers have constructed numbered parking spaces so that children know where to return their vehicles when

they have finished with them. A 'petrol pump' is provided for pupils to refuel their vehicles. Children ride and push these vehicles on a narrow circular track with small hills and slopes with a great deal of confidence and control. A large sandpit is available for children to use for digging and building as well as to discover mathematical concepts under the leadership of the teacher and other adults. Children have access to equipment for climbing and balancing but as this is situated on grass, the children only have access when it is dry and this limits their experiences. Children in the reception classes share the facilities with the nursery. They also use the hall for physical activities twice a week and they develop good coordination and an awareness of space as they interpret stories they have heard, such as 'The Gingerbread Man'. Children have many opportunities to use pencils, crayons, felt tip pens, scissors and spatulas for writing and gluing and this stimulates the development of hand control skills.

Creative development

82. Children make good progress in the creative areas. They are able to play imaginatively in the role-play area provided by teachers such as the vet's surgery or the 'Spring Park campsite'. Teaching assistants are often deliberately planned to be with the children to support their learning providing words if they cannot remember them and asking questions to make the children think. Teachers give children daily choices in using pens and paints. Children explore mixing colours in paint and the teachers talk to them to ensure they understand what is happening and to help them describe the colours accurately. Children talk about the colours they have made, such as "This is dark green". Children use their knowledge of colours; for example, when they make cards for their mothers on Mother's day. Teaching assistants talk to the children about the parts of the face, such as eyebrows, to be included in the children's paintings of their mothers, thereby reinforcing the children's vocabulary. The children cut shapes from paper and card to make flowers and in the reception classes they make cubes from paper. In music, children often sing nursery rhymes and accompany them with untuned percussion. Children learn when to start and when to stop, when to play loudly and when to play softly. They have fewer opportunities to compose their own accompaniments. Most children are on track to achieve the Early Learning Goals by the time they leave the reception classes.
83. The co-ordinator of the Foundation Stage is the teacher in the nursery. She plans with her colleagues in the reception classes to ensure that children may make choices and learn to be responsible. The quality of teaching seen ranged from good to very good and is good overall. Children are provided with a wide range of stimulating experiences in which they sometimes choose what they will do and at other times the activity is led by the teachers or teaching assistants. Teachers have a good understanding of the needs of children in this age group and they plan well together to ensure that children benefit from similar experiences. Planning is very good. Teachers clearly build the children's experiences upon the Stepping Stones and Early Learning Goals. Detailed assessments of children's learning are effectively recorded and used to inform the next round of planning. Admission arrangements are good. The school has a programme of home visits prior to entry in the nursery and a well thought through phased entry into the reception classes. Parents contribute to the assessment process by completing a form prior to the child entering school and an initial assessment provided by the London Borough of Croydon is completed for each child in the reception classes. Resources are very good and the children are given a good, and often very good, start to their school life. The co-ordinator provides good leadership.

ENGLISH

84. By the end of Year 2, standards are close to those expected nationally of pupils aged 7 in reading and writing. Very few pupils attain levels higher than expected. By the end of Year 6, standards in English are very low when judged against those expected of pupils aged 11. A very small proportion of pupils are attaining above the level expected.
85. Pupils enter Year 1 performing below national expectations in language and literacy. The good progress made by children in reception classes is built on effectively in Years 1 and 2. The teaching of English is a developing strength and pupils, including those with special educational needs and those with English as an additional language, are making good progress in their

learning, particularly in Years 1 and 2. However, this is not yet having sufficient impact on attainment by the end of Year 6 as pupils have not benefited from the literacy strategy throughout their time in the primary school and the teaching has not been so strong.

86. Standards of writing seen in lessons and in books remain low by the end of Year 6 although they are close to the national average at the end of Year 2. Less able pupils can write simple sentences, using a logical format and some use of basic punctuation. Many lower-attaining pupils, including some with special educational needs, are able to write simple sentences, some using capital letters and full stops. More able pupils write interesting stories with well-developed ideas using good, descriptive language and appropriate grammar and punctuation. Analysis of results has identified writing as a key focus for development during the year and there is good evidence of pupils making progress.
87. The school now has in place effective strategies for teaching basic literacy skills to all pupils and resources are well matched to support delivery of the curriculum. The National Literacy Strategy, with some adaptations which meet the needs of identified school priorities, has been implemented very successfully and is beginning to contribute to raising standards. This is particularly evident throughout Years 1 and 2, where the teaching of shared and guided reading, along with well-structured word and sentence level work, is ensuring that pupils are making good progress as a result of good learning experiences. The teaching of writing now places greater emphasis on sequencing, beginnings, middles and endings of stories and books are used effectively as models to support pupils' writing. This approach is having a positive effect on pupils' confidence in their writing as well as providing a sound structure for their learning. Other initiatives, such as the English Language Support and Additional Literacy Support programmes, have also been established and these are now providing regular and systematic support to develop pupils' literacy skills. Booster classes have been established to stretch higher attaining pupils and raise achievement.
88. The extended English curriculum is developing well. There are good links with other subjects and teachers are maximising these opportunities well to extend pupils' literacy skills. Writing is being increasingly well used in subjects such as history, geography and religious education and this is contributing well to improvements in pupils' writing. ICT is also used effectively to support English, although this is not yet consistent across the school. Resources for English are now good and effectively meet the demands of the curriculum. The quality of non-fiction reading resources has been significantly improved and there is a new non-fiction library for pupils in Years 3 to 6 to use for research purposes. There are plans to develop the library for pupils in Years 1 and 2. Talking books have been introduced into the nursery and reception classes.
89. Reading has a high status across the school and this is contributing well to pupils' progress in their learning. All pupils have book bags which contain their books and reading records and which, although basic in detail, are generally well maintained, up to date and show that many pupils do read regularly at home and at school. Individual reading targets are set for all pupils and these are reviewed regularly to ensure progress is being made. Guided reading records have also been established in Years 1 to 6, which closely monitor pupils' progress in reading.
90. Pupils from all year groups were heard reading during the inspection in a range of contexts. All showed an understanding of the basic concepts of print. Most liked reading but few were able to name and talk about other books they have read or name other authors. Strategies for accessing difficult words have been insufficiently well developed in the past and the lack of consistently effective teaching of phonics over time has restricted pupils' progress in reading.
91. More able pupils read accurately, fluently and expressively, generally taking note of the punctuation. Less able readers are able to talk about their books and a few can retell the story if they are familiar with the book. Some pupils predict and offer opinions about the story but very few can offer alternatives to the story line. They occasionally use their knowledge of letter sounds to help them understand the text and some pupils self correct, although words are sometimes read incorrectly. When they cannot read a word, they turn to the picture for clues, or more often to the listener. They tend to read single words rather than groups of words and rarely attempt sentences. Pupils experience significant difficulty with irregular words and, although they know the letter sounds, they rarely use blends to tackle an unfamiliar word or to attempt self-correction.

Significant numbers of pupils in all year groups are still experiencing some difficulties with their reading.

92. Standards in speaking and listening are improving but they are not yet in line with the national expectations by the end of Year 6. Some pupils have very well developed speaking skills and use interesting language, can form complex sentences well and make themselves understood. A significant number of pupils lack confidence in speaking, are not yet using a wider vocabulary and are not able to explain their ideas confidently. Listening skills are not well developed. Some teachers plan effective collaborative or paired activities and 'circle time' is being well used by some teachers to provide opportunities for pupils to express their ideas and listen to others; however, this is not yet consistent across the school. A 'chatterbox' club takes place after school to help develop pupils' speaking skills.
93. Spelling is weak throughout the school and the lack of regular, effective phonics teaching in the past has held back pupils' spelling skills from developing beyond basic levels. This further affects standards in writing and is preventing more able pupils from attaining standards that are in line with their abilities.
94. Strategies for developing spelling are now in place and these are contributing to some improvement. This is not yet embedded in the school's practice and there needs to be much greater emphasis on systems to help pupils find or check the spelling of words needed for their writing; for example, there are insufficient strategies such as key words and subject specific word banks to support pupils in all areas of the curriculum. Teachers' expectations of what pupils must spell correctly are too low throughout the school. There are insufficient word lists displayed around the school, on walls within classrooms, in pupils' books and sent home to parents so that everyone is clear what pupils are expected to know by the end of each year.
95. The quality of handwriting seen in lessons and in books is very variable. Some pupils, notably in Years 1 and 2, are beginning to use consistently well formed letters and a neat cursive style of writing as a result of a whole school approach to handwriting; however, handwriting in Years 3 to 6 generally shows poor letter formation, inconsistent joining and is overall unsatisfactory. This is contributing to low attainment. The good standards of presentation seen in some classes is not consistent throughout the school.
96. Teaching in Years 1 and 2 is good overall. In Years 3 to 6 the quality of teaching is satisfactory overall. Where teaching was unsatisfactory, lessons lacked pace and enthusiasm, teachers did not have sufficiently high expectations of pupils and classroom management strategies were less well developed. As a result a sound work ethic was not established, pupils' behaviour deteriorated and learning opportunities were not maximised. Consequently progress was limited.
97. Overall, teachers demonstrate very sound subject knowledge and show a good understanding of teaching reading, writing and spelling. Lesson delivery is confident, maintains good pace and teachers have high expectations of all pupils which is contributing well to pupils' good progress. Positive reinforcement and praise are used well and ongoing informal assessment during lessons helps pupils to be clear about what they need to do to improve. Teachers are increasingly using marking effectively as an extension of their teaching; for example, with questions, praise, supportive comments and suggestions for improvement. Where this is happening there is evidence of a developing dialogue with pupils, which supports their learning effectively and shows progress made. However, the school does not yet monitor how pupils are using this support so that teachers are not repeating the same comments over time.
98. Planning is generally good and there is evidence that teachers are evaluating their plans regularly. Teachers plan in year groups to ensure consistency, sharing of resources and support for each other. Plans are monitored regularly in order to address issues of continuity and progression. All pupils have individual targets for writing and these are reviewed regularly to take account of progress. Targets are discussed with individual pupils and parents are kept fully informed. Issues that are identified as a result of ongoing evaluation of the curriculum are included in the co-ordinator's action plan and, where necessary, action is taken immediately. An example of this is the development of reading corners in the lower school and the increase in reading books to motivate boys, in particular.

99. Lessons are generally well planned to take account of the individual needs of all pupils and the use of additional support is very effective in ensuring that all groups of pupils have equal access to the curriculum. There is good liaison with support staff, records are well maintained and pupils are making good progress with their learning. There is evidence of teachers planning effective extension activities for more able pupils, which properly extends their learning. However, this is not yet sufficiently consistent and needs to be further developed in all lesson plans so that higher attaining pupils are appropriately stretched and achieve in line with their ability.
100. Teachers are using homework sensitively and effectively to support pupils' learning, whilst taking account of the age of younger pupils. A range of homework is set and this is well used by some pupils as an extension of their learning. However, some teachers are not making sufficient reference to homework during lessons, which does not reinforce its importance as part of pupils' learning. There is good evidence, particularly in Years 1 and 2, of developing links with parents as partners in their children's learning.
101. In some lessons pupils' behaviour affects their learning. There is low-level distraction because classroom routines, self-control and attentive listening are not consistently taught and followed through. Teachers sometimes allow the focus of the lesson to be diverted from the plan by inappropriate discussion or ongoing chatter and lack of attention. Acceptance of this casual attitude to learning is contributing to low attainment.
102. The co-ordinator offers strong leadership and clear direction for her colleagues. She took over the role in September 2001 and is already making a real difference to teaching and learning throughout the school. She is a very good practitioner and has a clear vision of where the school needs to be and how to achieve this. A comprehensive action plan clearly identifies priorities and guides progress. She is successfully involving and motivating other staff and is ensuring that quality teaching and learning is at the centre of the process. Regular, appropriate training is provided for staff, which develops confidence and supports the effective development of English across the school.

MATHEMATICS

103. The standards which pupils have on entering the school are very low but most pupils achieve well and are on track to attain standards that are close to those expected nationally by the time they are seven. Very few attain higher standards. In Year 6, about half the pupils attain the standards expected for their age in mathematics and a few attain above this level. The setting arrangements in Years 5 and 6 help the above average pupils to attain above the level expected of them. Good progress is currently being made by the pupils in Years 1 and 2 and most classes in Years 3 to 6. This is not only the result of mainly good teaching but because of new strategies linked to the numeracy strategy that have been put in place for raising standards. Pupils throughout the school with special educational needs are very well supported as are pupils with English as an additional language and both groups of pupils make good progress.
104. Pupils in Year 1 can count to 100 and recall differences in numbers to 10. They can also add numbers up to 10. They count on and back in twos and tens. By the age of seven in Year 2, most pupils recall various number facts and have some knowledge of 5 and 10 times tables. The more able pupils realise that division is the inverse of multiplication. Most pupils can name shapes and solids and recognise shapes with symmetry. They begin to add three numbers together and subtract a single figure from a two-digit figure. Using a ruler they can measure accurately in centimetres. Higher-attaining pupils can solve problems.
105. By the age of eight, pupils can add numbers up to one hundred and know some multiplication tables. The more able know their 2, 3, 4, 5 and 6 times tables. They are able to divide shapes in halves, quarters and eighths. Pupils in Year 4 can use the grid method for multiplication. The more able pupils can add numbers with four digits. They can add and subtract money successfully and they know how to find the perimeter of shapes.
106. Pupils in Year 5 progress to investigating equivalent fractions and can turn improper fractions to mixed number and vice versa. They draw and read graphs and name and measure angles. The

more able pupils can do long division. They read and write co-ordinates and have a good understanding of symmetry.

107. By the age of 11 in Year 6, the majority can add five-digit numbers. They add and subtract simple fractions and the more able pupils solve problems involving fractions. Observation of previous work revealed examples of investigation and problem solving, especially with probability. The less able pupils can multiply decimals by ten, a hundred and a thousand. They can name three-dimensional shapes.
108. The quality of teaching throughout the school varies from satisfactory to excellent but is mainly good. Teachers know the subject well and are good at teaching basic skills. All this has a strong effect on pupils' learning, which is normally good. Teachers manage pupils well although there are a few pupils at the top of the school whose behaviour causes some concern. Relationships between pupils and teachers are usually good. Pupils work at a good pace and are generally keen and interested. The majority of pupils behave well in lessons and have a good attitude. The recommended three-part strategy of the daily mathematics lesson is well used. The teachers share the learning objectives with pupils. The mental starter, normally about ten minutes long, sets a good pace before the main part of the lesson is introduced. This finishes with the summing up session, where teachers and pupils ascertain how much has been learnt and understood. Good use is being made of computers to help pupils develop their arithmetical skills.
109. Where teaching is good and very good the pupils are inspired. For example, in a very good lesson to one of the sets in Year 6 on estimating measurement of mass, the teacher used a number stick to show divisions from nought to one hundred grams. As a result, pupils were able to write down correctly the answers from various scales. In another good lesson with the less able in Year 6, the teacher, by good questioning was able to obtain strategies for turning a quarter of a kilogram into a decimal fraction and into grams. In Year 2, a good lesson was observed where the teacher had a range of strategies, which she used for highly effective questioning. When teaching is only satisfactory this is often because of some challenging behaviour by a minority of pupils. At other times it is mainly because teachers do not ensure that pupils have sufficient grasp of the topics or because the more able pupils are given insufficient challenge.
110. Leadership and management of the subject are good. The co-ordinator, who is qualified in mathematics, organises the department well. She has introduced the National Numeracy strategy and has trained the teachers and support staff. Year teachers plan lessons together each week and she monitors their plans. New assessment strategies have been introduced, where it is possible to plot assessment in each strand. Pupils are given individual targets from each strand and as a result it is possible to track their progress. Data from teacher assessment tests have been analysed and the weakest areas have been acted upon. Procedures for monitoring pupils' academic progress are good. There are also some extra-curricular mathematics. There is a masterclass for the more able pupils in Year 6, whilst the less able in Years 4 and 5 have springboard mathematics. Resources in the subject are good. The school realises that the main area for development is to improve the standards. The good teaching and the strategies that have been put in place are having a positive effect.

SCIENCE

111. Standards in science at both seven and eleven are below average. Whereas the majority of pupils attain the standards expected for their age, less do so than is found in most schools. Also, comparatively few reach higher levels. Nevertheless, this represents an improvement on the most recent national test results, which were depressed by pupils being absent on the day of the test. Furthermore, the quality of teaching is now more consistent and pupils are now making at least satisfactory, and often good progress.
112. Pupils enter the school with well below expected standards of attainment. Poor general knowledge and a limited range of experience hampers progress. In a Year 2 lesson on animal habitats, pupils were required to predict the most likely place to find a range of animals and plants. Only the highest attaining pupils were able to illustrate why different creatures are suited

to particular habitats. Standards in the current Year 2 are rising. Pupils' knowledge and understanding of electrical circuits and of light are close to the level expected; for example, most know that the sun is a source of light and can distinguish between artificial and natural light sources. Experimental and investigative work is also improving. Pupils have opportunities to carry out simple experiments and investigations. However, a poor vocabulary hinders many pupils and they find it difficult to express their ideas clearly. Poor literacy skills often lead to written work being of below average quality.

113. Progress is maintained in Years 3 and 4 but not at a sufficiently high rate to result in a significant improvement in standards. Standards in experimental and investigative science are low, but improving. Pupils have opportunities to carry out investigations but these do not always sufficiently challenge the most able pupils. The investigative work, as pupils progress through the school, results in opportunities to practise mathematical skills by careful measurement and displaying findings through graphs and charts. Similarly, literacy skills are promoted by pupils having the opportunity to write reports on their investigations. Language skills are promoted well through the use of scientific vocabulary. Teachers introduce this appropriately and pupils take pleasure in being able to use the correct terminology to describe what they are doing. Some good work takes place in the older classes. There is an appropriate emphasis on investigative work and pupils are encouraged to think scientifically. By the time they leave the school, pupils fully understand the principles of 'fair testing' and the importance of accurate recording. Higher-attaining pupils would be further challenged by increased opportunities to pose problems and devise investigations to solve them.
114. Standards in other areas of science, which are dependent on knowledge, are below national norms. The limited range of experiences and lack of general knowledge of some pupils hinders progress. Teachers are addressing this well. In a Year 6 lesson, the teacher effectively intervened to clarify pupils' misconceptions over the way light travels. Older pupils can use appropriate scientific terminology to describe changes in materials. They know that materials can be changed and that some changes are reversible whilst others are not. Higher attaining pupils understand methods such as filtration can be used to separate mixtures.
115. Pupils' knowledge of physical processes is developing satisfactorily. Pupils in Years 5 and 6 show a sound understanding of forces, such as gravity, and are beginning to apply their knowledge and understanding to make sensible predictions. They understand that objects may be subject to more than one force at a time and are able to make generalisations and predictions based on their scientific knowledge and understanding.
116. Pupils with special educational needs and those learning English as an additional language make good progress. They are well supported in class and teachers plan the most effective use of this additional adult support.
117. The quality of teaching is good overall, but there are inconsistencies. Whilst no unsatisfactory teaching was observed, not all lessons reach the same high standard. All teachers have sufficient subject knowledge but they vary in the quality of their planning. All teachers cater well for the lower-attaining pupils but some do not plan to ensure that the most able are challenged. Teachers make good use of the scheme of work and consequently pupils' knowledge and understanding are developed systematically. Teaching is well focused on what pupils should learn from each lesson and activities are planned accordingly. Teachers are conscious of the need to develop pupils' vocabulary, both general and scientific. Good examples of this were evident in almost every lesson. Teachers are less aware of the opportunities to develop information and communication technology skills through science and this element of planning is under-developed. All lessons contain some good direct teaching of scientific facts and the most successful include opportunities for pupils to undertake some investigative work. Teachers use questioning techniques skilfully to probe and deepen pupils' understanding and some, but not all, use demonstration mixed with clear exposition very effectively. In the best lessons good use is made of resources. Most lessons have reasonable pace, but the amount of ground that is covered is limited in a significant minority of lessons by the challenging behaviour of a few pupils. Teachers assess pupils' progress at regular intervals. The quality of teachers' marking is good. It provides clear guidance to pupils on how to improve.
118. The school thoroughly analyses results and systematically monitors pupils' attainment. The subject co-ordinator produces an action plan designed to raise standards. This commitment to

improvement, coupled with a well thought out strategy to achieve it, indicates that the school is well placed to continue to improve.

ART AND DESIGN

119. Only four lessons of art were seen during the inspection, three lessons in classes from Years 3 to 6 and one in Year 2. All the judgements have been made on the basis of lessons observed and work seen around the school and in classrooms. Standards of work are generally satisfactory at the ages of 7 and 11 and teaching is sound overall.
120. Displays around the school and within classrooms are a delight and demonstrate art's high status and a strong commitment to develop pupils' creative skills. Pupils enjoy their art lessons and make good progress.
121. Work in Years 1 and 2 develops pupils' knowledge and understanding of processes and skills through experience of a wide range of materials, which are used with increasing confidence. Pupils are able to mix colours effectively, such as in the face paintings and self portraits produced by Year 1 pupils and their paper pattern designs, which show strong links with the mathematics curriculum. Observational drawing skills are further developed in Years 1 and 2; for example, in the sunflower drawings (Year 1) and pencil portraits (Year 2), where pupils demonstrate increasing control and awareness of how shading can be use effectively.
122. Work with paper is further developed in Year 3, where pupils fold, bend, twist and twirl paper to produce some imaginative sculptures and three-dimensional pictures. In Year 6, pupils' use of paper becomes significantly more sophisticated; for example, when cutting it in the shape of animals to produce a vase of flowers.
123. By Years 5 and 6, pupils' portraits show good development of pencil drawing and colour mixing and improved observation skills. They mix colours to explore tones and shades and the effect of colour, such as in their face portraits.
124. Three-dimensional work is less well represented but there are some good examples of clay pots and models and paper sculptures, such as those produced in Year 3. Three-dimensional art has been identified as a priority for development as a result of evaluation of the art curriculum. An artist in residence has been invited to the school as part of an art week where older pupils, in particular, will have the opportunity to focus on this element. The co-ordinator has led two sessions of training for staff to introduce the new scheme of work and in preparation for the art week.
125. Teaching in two lessons in Years 3 to 6 was satisfactory and one was unsatisfactory. The lesson observed in Year 2 was excellent. Art is well used to support learning in other subjects; for example, wax scratch drawings of famous explorers from Tudor times, pencil drawings of Henry VIII and 3D pictures of the Fire of London. In English, Year 2 pupils have used art to present traditional tales for younger pupils. Pupils' cultural development is well enhanced through learning about the work of famous artists such as William Morris, Monet and Van Gogh. The multi-cultural school community is effectively celebrated through the art curriculum; for example, during the Chinese New Year pupils in all classes made a dragon and there was a procession through the playground. During the Eid celebrations, pupils in Years 1 and 2 made mehendi patterns, mobiles and Eid cards.
126. The recently appointed co-ordinator is providing sound leadership and management. She is enthusiastic and has already introduced a new scheme of work for art, based on national guidance, which has been adopted this term. The subject is generally well resourced and is to be further developed to meet the needs of the new scheme of work. Teachers' subject knowledge is good and there is effective liaison between teachers and the co-ordinator for advice and support regarding ideas, techniques and resources.
127. There has been some monitoring of teachers' plans and the process of work sampling to develop teachers' understanding of standards in art has begun. This has provided some good evidence of the range of skills being taught across the school.

DESIGN AND TECHNOLOGY

128. Only one design and technology lesson was observed during the inspection. Judgements are therefore made on the basis of discussion with the co-ordinator and the headteacher, scrutiny of topic letters to parents and of a sample of pupils' work.
129. Samples of completed work indicate that standards are in line with expectations for pupils aged 7. A significant proportion of work seen by pupils aged 11 indicates that standards are in line with those expected, although some work was not well finished.
130. The school's provision for design and technology includes cooking and sewing. Pupils like design and technology, they work well and show good knowledge of previous work done. Teachers' planning follows the recently adopted scheme
131. By Year 6, pupils demonstrate ability in discussing, sharing and planning ideas. They use their prior knowledge and speaking skills well. Further development is required to develop links with ICT, which are specifically related to design and technology. Samples of pupils' plans show good understanding of the design process. Diagrams are well drawn and appropriately labelled, with clear lists identifying materials required and well written instructions. Pupils are confident in working practically and in choosing and using materials properly. Their skills in working with tools, equipment and materials are generally developing well and they have a good awareness of health and safety issues. Their skills in accuracy, specifically in measuring and shaping materials, are less well developed.
132. Pupils' abilities in evaluating processes and products are good in Years 1 and 2. They are able to talk about their likes and dislikes but they required help to identify what could have been done differently. In Years 3 to 6, pupils can explain how they would have made things differently but they are not good at describing how they could improve future designs. Teachers provide effective frameworks to support pupils' learning, such as the worksheet produced for evaluating their projects on making a shelter. Pupils used it to explain clearly what changes they had made to their original design and what they would need to consider if they were to carry out the same activity a second time. More able pupils have produced some very good descriptions of materials they would select if there was unlimited choice.
133. Pupils explore and use a variety of materials and mechanisms and they know and understand how various mechanisms can be used to make things work, mainly because they are well motivated by this aspect of design technology. They have less confidence in their knowledge of how combinations of materials can be used to create different and more effective materials.
134. The co-ordinator for design technology has only recently been appointed but she has a clear idea of the strengths and areas for development within the subject. Feedback on the recently adopted scheme has so far been positive. Staff are finding it interesting and challenging and it offers pupils a very good experience of design and technology. Resources are generally well matched to meet the needs of the curriculum. Although there has been limited monitoring of teaching and learning, pupils' work has been monitored and this shows there is thorough coverage of the developing and planning aspect of the subject. Teachers' plans have also been monitored and this too demonstrates that teachers are clear about what they want the pupils to learn in lessons. There is good coverage of the scheme with appropriate time being allowed.

GEOGRAPHY AND HISTORY

135. Only three lessons could be seen during the inspection, a geography lesson in Year 6, and two history lessons, one in Year 3 and the other one in Year 5. Further evidence was gathered from looking at school documentation, analysis of pupils' previous work and discussions with the co-ordinator for geography and history and some higher and average attaining pupils in Years 2 and 6. This evidence indicates that pupils in Year 2 attain standards in geography expected for their age and that their achievement is satisfactory. However, there is insufficient evidence to make a

judgement on their standards and achievement in history. Year 6 pupils attain standards both in geography and history which are below those expected of pupils for their age and their achievement is unsatisfactory.

136. In geography, pupils in Year 1 show understanding of the location of the school in relation to the surrounding environment and begin to show some understanding of simple mapping skills. This results from their visits to their locality and the follow-up work on drawing simple plans of it. By Year 2, pupils talk about some of the physical and human features of the locality of the school. They express views on their locality as they discuss what they like or do not like about it. They use geographical terms for directions when they talk about getting from one place to another. Pupils' mapping skills are satisfactory. However, their knowledge of places is limited; for example, they know the name of the town and country they live in, but they have very little knowledge of countries that make up the United Kingdom. By Year 6, pupils talk about the major features of their locality and are able to compare them with those of West Wickham. Although they express views on their locality with confidence, they have few ideas on how to improve it. Pupils' knowledge of places is very limited; for example, most of them do not know what a continent is and the names of the continents in the world. Their knowledge of geographical terms, such as those related to rivers, is limited. Pupils are able to interpret information from aerial photographs to draw a map.
137. In history, although no judgement has been made on standards and achievement of Year 2 pupils, evidence in the school documentation and pupils' previous work shows that a programme of teaching history is in place; for example, they have been learning about the lives of Florence Nightingale and Guy Fawkes. By Year 6, pupils have studied a range of topics such as the Egyptians, the Romans, the Tudors, the Victorians and the Aztecs. However, these topics are not covered in depth to enable pupils to gain a sound knowledge and understanding of changes in the past. Pupils know that history can be divided into different periods but they do not have sufficient confidence to discuss similarities and differences between them. They make some use of dates in their work, although they do not have a sound sense of chronology. Pupils get confused when they are asked to give reasons for, and the effects of, the main events studied. They use a range of sources such as the library, the Internet, encyclopaedias and museums to research into the past.
138. The amount and quality of written work produced by pupils in both subjects is overall unsatisfactory.
139. Overall the quality of teaching in both geography and history is unsatisfactory because pupils do not achieve as much as they should as they progress through the school so that, by the time they are in Year 6, standards are below those expected of pupils of their age. However, during the inspection, teaching was good in the one geography lesson seen. In the two lessons observed in history, teaching was good in one of them and satisfactory in the other. In the geography lesson, the teacher provided some lively and enthusiastic teaching and was able to capture pupils' attention from the beginning of the lesson and sustain their interest through clear questions and explanations. She managed pupils well, despite some of them displaying challenging behaviour. Pupils understood clearly the task of using the aerial photograph to draw a map of the locality of the school. As a result, they worked at a good pace and made good progress in the lesson. However, they were not able to finish the task because the lesson was quite short.
140. In the Year 5 lesson, where teaching was good, the teacher provided pupils with good opportunities to discuss how the arrival of railways affected the lives of people. He used questions effectively to elicit responses from pupils and to help children to learn. He also set time limits on tasks. This resulted in pupils producing a range of ideas on the advantages and disadvantages of railways. The Year 3 lesson, where teaching was satisfactory, was taught in two parts. In the first part, the teacher helped pupils effectively to search for information on rationed foods on the Imperial War Museum site on the Internet. In the second part, she was successful in encouraging pupils to empathise with children who had to go without their favourite foods during World War 2. She provided some primary resources; for example, ration cards and identity cards which were used during the war. This had a positive impact on pupils' interest in the lesson. However, as the exposition part of the lesson became rather too long, pupils' pace of learning started to slow down. They also took some time before settling down to carry out the task of drawing pictures to go with war- time slogans.

141. The curriculum is broad, balanced and relevant in both subjects. In the lessons seen, teachers ensured that it was accessible to all pupils regardless of their background or personal circumstances. Some of the lessons are very short, which makes learning disjointed. This is unsatisfactory. The school recognises and plans to address this weakness. Resources are good in history. They are satisfactory in geography, with the school being aware of the need to buy more globes and atlases. The provision for visits to the local environment, museums and other places, as well as the provision for visitors to enrich the history and geography curriculum, is good. The arrangements for assessment are satisfactory. The management of both subjects is satisfactory, with the co-ordinator being well supported by an assistant co-ordinator. Between them, they have analysed work in pupils' books but currently there are few opportunities for them to support and monitor teaching in the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. By the end of Year 2 and Year 6, pupils attain standards in line with those expected of 7 and 11 year olds. Pupils achieve well. Pupils of all ages use computers confidently and competently. They use the mouse and keyboard efficiently to load and run software. Older pupils especially are confident and work well together.
143. By the age of seven, pupils are able to communicate information and develop their word processing skills by typing stories. They have used mathematics to undertake a survey of favourite foods and put these into a bar graph. The pupils have been introduced to the idea of giving instructions to control devices, in particular with 'Pixie'. They explore patterns to see how they can repeat.
144. All groups of pupils make good progress across the school. They learn new skills and work with an increasingly wide range of software as they get older. At the age of 11, many pupils are skilled in word processing. Pupils in Year 6 have written poems and articles about themselves and Harry Potter. They created a newspaper page following the volcano in Africa in January this year. They have used search engines to find out information in history about the 1960s, in particular John Lennon. They include text and pictures found on the Internet, adapting the information they find for their own purposes. In two lessons observed in Year 6, pupils used an URL (web address) to find out more information about the 1960s and were able to use a hyperlink. They have also used spreadsheets to analyse the amount of pocket money received and how much was spent.
145. Pupils in Year 3 continue the work learnt in Year 2 in word processing and constructing bar graphs and they use electronic mail to communicate with others. Pupils in Year 4 have written instructions for drawing rectangles, triangles and circles. Links with other subjects have been in geography, where pupils discovered why the River Nile was important and, in history, where they found information on Queen Boudicca and life in Tudor times. Pupils in Year 5 demonstrate the use of spreadsheets and can put the information onto bar graphs.
146. Teaching and learning throughout the school is at least satisfactory and nearly always good. Staff are now confident in computing skills. They have received training through the New Opportunities Fund. The school has adopted the nationally recommended scheme of work that sets out clearly what pupils are expected to learn. The school has invested heavily in new equipment in recent years and resources are now good. In the new ICT suite, with 16 workstations, there are no more than two pupils to a computer. This enables the less able, those with special educational needs and those with English as an additional language to work with the more able.
147. Teachers demonstrate new techniques well; for example, in a good lesson in Year 4, pupils were shown how to develop images and repeat patterns, which they did successfully. In another good lesson in Year 6, the teacher emphasised the necessity to use the web address correctly. Pupils were able to use the 'mouse' to save and copy their work and find information to answer questions such as, 'Who was the first man on the moon?'.

148. In the lessons observed, teachers had good subject knowledge. Pupils were challenged with their computer tasks and worked at a good pace. Pupils are well managed and as a result they work well at their tasks and generally behave quite well, although in the otherwise satisfactory lessons a minority of pupils started to become a little restless in one Year 6 class.
149. The subject leader has been co-ordinator for four years. She has been on a number of courses and has been responsible for training classroom assistants, which has had a positive impact on pupils' learning. A system has been developed whereby each pupil has his or her own floppy disk on which their information and communication technology work is recorded. This enables pupils to revise skills previously learnt and teachers to make assessments of pupils' learning. The co-ordinator conducts an extra-curricular computer club for pupils in Years 4 and 5. In one club session observed, pupils were shown how to make an Easter card on four pages. Pictures from clipart were used to create the back page. Progress is being made in this subject. Very little use of the computers was seen in other lessons during the inspection and this affects the pace at which pupils learn.

MODERN FOREIGN LANGUAGES

150. French has been taught in the school since it opened to Year 6 pupils. The aims are to promote an awareness of another European culture and develop skills in a modern foreign language.
151. French is effectively taught to pupils in Year 6 for one short period to each of two classes. Pupils are reasonably competent in speaking the basics. The general aims and objectives of the planned course are met. A scheme, devised by Kent County Council, is used for teaching the subject. Pupils are able to reply to simple questions in French. Very little writing was seen during the inspection and most of the lessons were conducted orally.
152. Teaching is good because the teacher has a good accent and can speak the language fluently. This helps pupils to speak with the correct accent. The teacher often ensured the pronunciation was correct by asking a pupil or pupils to repeat the number after her. She speaks most of the time in French: for example, greeting the classes and praising pupils, although she does return to English to ensure all the class understands. Pupils are expected to use French the whole time during the lessons. In the two short lessons observed in Year 6, the pupils were learning numbers 40 to 59 with the good use of an accompanying video. On revision they were able to say aloud with the teachers the numbers 1 to 39. In a flash card game with numbers the teacher introduced the phrases 'trop grand' and 'trop petit', which the pupils used to find out the number, in French. The lessons go at a brisk pace, thereby retaining pupils' interest. The pupils with special educational needs and those with English as an additional language are well supported. At the end of the lessons most pupils could write down correctly numbers dictated in French.

MUSIC

153. Lessons were observed in Years 1 and 2 but no music lessons were observed in the rest of the school. Judgements are based on these lessons, observation of music in assemblies and in brass tuition and discussions with staff and pupils. This evidence indicates that attainments match the nationally expected standards for pupils at the age of seven. Standards at the age of 11 are below those expected nationally.
154. In a good lesson observed in Year 1, pupils sang three different songs in a lively manner. They clapped reasonably well to the rhythm although not all pupils knew the words. Three pupils at a time took it in turns also to play percussion instruments. In the last song, three pupils clapped the pulse correctly whilst the rest of the class clapped the rhythm. Three lessons to three different classes in Year 2 were observed. Here the pupils identified correctly different groups of percussion instruments and discussed the sounds which they made – tap, scrape or shake. Pupils had at least 15 different instruments from which to choose; from agogos to tambourine, cabassas to metal quiros. They were able to effectively demonstrate their instruments and the teachers corrected them if they were using them incorrectly. They sang, reasonably tunefully to John Brown's Body, 'All our favourite instruments are in the room today'.

155. The teaching of the lessons seen was satisfactory and sometimes good. Where it was good the teachers had good subject knowledge, which enabled pupils to gain good levels of understanding. Pupils were challenged with the instruments and were well managed. In other lessons, teachers had satisfactory knowledge and some pupils became excited and tended to call out, although the teachers quickly brought them back to order.
156. A music specialist teacher left the school last term. The headteacher has temporarily taken over the co-ordination of music, with lessons being taken by the class teachers. The school uses the nationally recommended scheme of work for teachers to follow. A few individual pupils receive tuition in brass and keyboard from peripatetic teachers. For singing in the whole school, only hymns were heard in two of the four assemblies. One assembly was a hymn practice where the hymns were sung with zeal straight through. On one occasion the pupils were stopped to practise a part of a song but the practice lacked the input of a music specialist. Other evidence was available from videos taken at a summer musical in July 2001. Here pupils in Year 4 sang songs and kept good rhythm with percussion instruments. They sang confidently and enthusiastically. Pupils in the Foundation Stage sang, acted and danced with obvious enthusiasm. Year 2 pupils performed Babushka with much enthusiasm and clear voices.
157. This large school lacks a music specialist. It is intended to appoint one as soon as possible. Once there is a specialist in place standards should rise.

PHYSICAL EDUCATION

158. It was not possible to see all elements of physical education in all year groups. Therefore judgements have been made from lesson observations, discussions with teachers and pupils and from school records. Standards overall are in line with those expected of pupils in Year 2 but in Year 6 they are below those expected for pupils of that age.
159. By the end of Year 2, most pupils attain levels that are typical for that age in gymnastics. Pupils have a good understanding of space and move around without bumping into others. Their coordination is developing well. They learn different types of jumps such as the pin jump, star jump, tuck jump and twist jump and they work hard to improve their movements. In swimming, most pupils are at the early stages but they show good levels of confidence and work hard to improve their ability to float and develop the ability to swim. The higher-attaining pupils can swim approximately 10 metres without aids and they are developing better techniques to propel them through the water more efficiently. Pupils understand that exercise warms the body and affects the heart rate.
160. By the end of Year 6, pupils attain below the levels that are typical for their age in dance and swimming. In dance, the main factor is the poor attitude by a small proportion of pupils in Year 6, which has a significant impact on the learning of all pupils in the class. In dance, pupils have little poise and they make insufficient effort to develop any flow in the sequence of movement. Starting and finishing positions are not well developed. Too many pupils have little pride in their achievements and even when they are praised they do not respond positively. In swimming, the proportion of pupils who have not achieved the minimum 25 metres is large, given that the pupils have regular periods of swimming each year from Years 2 to 5. Over half the pupils in Year 6 have not achieved the distance. This may be partly due to the organisation of swimming at the local pool, which is shared with other schools. In one Year 4 lesson observed, the pupils, who were still developing confidence and sufficient buoyancy to swim, had very little space in which to work. This restricted the amount of time spent practising their skills. Pupils have a satisfactory understanding of the benefits of exercise and the need for warming-up at the beginning of exercise and cooling down afterwards. The school has many extra-curricular activities throughout the year, mostly for pupils in Years 3 to 6. These are well attended, sometimes having waiting lists and these certainly help to raise pupils' attainments. For example, in the dance club the quality of movement and interpretation of music was far in advance of that seen in the Year 6 classes. However, pupils do not have sufficient opportunities to compete against other schools in team games.
161. Pupils' learning is generally good except in Year 6 where it is unsatisfactory overall as a result of the poor attitudes of the significant minority of pupils, mostly boys. Generally, pupils work hard at

improving their skills and the progress they make is dependent upon the levels of subject expertise of the teachers. Pupils with special educational needs and those who are learning English as an additional language are well supported and they make similar progress to other pupils.

162. In the lessons observed, teaching ranged from satisfactory to very good. It is good overall. In the best lessons, teachers have high expectations and pupils are expected to behave very well and to work hard at improving their skills. Very good use is made of exemplars to help pupils to understand what is good about the performance and the pupils themselves are included in evaluating others' performances. Subject expertise is very good and pupils are given clear instructions on how to improve their movement or, in swimming, technique. Lessons proceed at a good pace. Teachers make good use of opportunities to develop the pupils' language skills by emphasising vocabulary. Pupils' moral and social development is promoted well.
163. Leadership is satisfactory. The scheme of work has been revised and gives clear guidance on what to teach and when. The co-ordinator regularly monitors teachers' plans and there have been some opportunities to monitor the quality of lessons through observation. Overall, resources are good and used appropriately.

RELIGIOUS EDUCATION

164. By the time pupils are seven, their attainment meets the expectations of the local education authority's agreed syllabus for religious education. However, by the time they are eleven their standards fail to meet expectations. There are a number of reasons for this. The syllabus requires that pupils study six major world religions. Many pupils are not sufficiently secure in their knowledge and understanding and confuse features of the various faiths they study. The attitudes of a minority of older pupils adversely affect their progress and prevent them from achieving as well as they could. However, some pupils reach good standards and standards are comparatively better lower down the school than in Year 6. Standards are higher in the elements of the subject concerned with learning from religion, rather than about religions. The school places great emphasis on pupils' personal development and work on 'challenging attitudes', for example, is of the required standard. In this work pupils consider questions, such as, 'Why should we be friends?' and 'Is it soft to be sorry?' Consideration of these and similar issues provoke lively debate and make a valuable contribution to pupils' personal development. A further factor contributing to low attainment is pupils' below average literacy skills. This, coupled with limited vocabulary and poor speaking skills, makes it difficult for pupils to articulate and express what they feel in their written work. As a result, written work is variable. Whilst some pupils produce high quality work many produce work of a low standard.
165. The locally agreed syllabus has recently been revised. The subject co-ordinator has produced a new scheme of work that ensures that all the required components are covered. By the time they leave the school pupils have been given a broad grounding in world religions. They not only learn about major Bible stories, but also learn the traditional stories from other faiths. They study and produce work about major religious festivals such as Ramadan, Christmas, Diwali and Eid. However, few pupils understand the significance of these. Higher attaining pupils can identify similarities between the various religions and appreciate the importance that faith plays in many people's lives.
166. The evidence of the inspection indicates that the quality of learning is good throughout the school as a whole. The attitudes of most pupils are good and this contributes to pupils of all abilities, including those for whom English is an additional language, making good progress. The unsatisfactory attitudes to their work and the poor behaviour of a minority result in those pupils making poorer progress. Most teachers have effective strategies for dealing with incidents of unacceptable behaviour but it inevitably results in some time being lost.
167. The quality of teaching is good. However, there is some variation in the confidence with which teachers approach the subject. All teachers try to relate religious education to pupils' own experiences and there is a suitable balance between 'learning from religion' and 'learning about religion'. Lessons are well planned and teachers are clear what they intend pupils to learn from

each lesson. The reason why pupils confuse features of the various faiths they study is because there is insufficient care at present to reinforce what has been learned.

168. The revised locally agreed syllabus has been introduced well and teachers are becoming increasingly familiar with its requirements. If the current level of progress is maintained standards should rise. Resources have been developed and are now very good. The school is well placed to continue to improve as a result of curriculum leadership.