

INSPECTION REPORT

POPLAR PRIMARY SCHOOL

Merton Park, London

LEA area: Merton

Unique reference number: 102644

Headteacher: Mrs Sue Ryle

Reporting inspector: Mr Michael Raven
3961

Dates of inspection: 15 – 18 April 2002

Inspection number: 244943

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

© Crown copyright 2002

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

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 9

Gender of pupils: Mixed

School address: Poplar Road South
Merton Park
London

Postcode: SW19 3JZ

Telephone number: 020 8542 6989

Fax number: 020 8543 6177

Appropriate authority: The Governing Body

Name of chair of governors: Mr Ben Woolland

Date of previous inspection: 8 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3961	Mr Michael Raven	Registered inspector	Mathematics Design and technology History Physical education Religious education Special educational needs	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9736	John Brasier	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30834	Ann Lawson	Team inspector	Science Information and communication technology Art and design Geography Foundation stage Equal opportunities	
2741	Chris Glynn	Team inspector	English	
27301	Cynthia Messom	Team inspector	Music English as an additional language	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
THE PROVISION FOR PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE	26
PART C: SCHOOL DATA AND INDICATORS	29
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33
PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

Poplar Primary School caters for two hundred and fifty-four boys and girls aged from four to nine. In addition, 80 children attend the nursery part-time. Children start school with attainment which is similar to that usually found nationally at the age of four. As a result of re-organisation by the local education authority, the school is in the process of changing over from a first school to a primary school. This is the first year that the school has had pupils in Year 4 and it will go on to take Year 5 and 6 pupils over the next two years. Because of the re-organisation, there has been a major building programme at the school over the past year and this was still going on at the time of the inspection. The school serves a very ethnically diverse population. Over half the pupils come from a wide range of different minority ethnic backgrounds. One hundred and nineteen pupils are learning English as an additional language, twenty of these being at an early stage of the acquisition of English. Twenty four different community languages are spoken by families of pupils at the school. About one in five pupils has special educational needs, which is similar to the national average for primary schools. Pupils' special educational needs cover a wide range of learning, behavioural and physical disabilities.

HOW GOOD THE SCHOOL IS

The school provides a sound education and offers satisfactory value for money. Standards in most subjects are average in Year 2 and also by the end of Year 4. In reading, writing and mathematics they are better now than they were last year when pupils in Year 2 took national tests and assessments. Standards have remained above average in science. Standards are rising because the teaching is good. Overall, the leadership and management of the governing body, headteacher and senior staff are good.

What the school does well

- Children get off to a good start because of the high quality provision in the Nursery and Reception classes.
- The headteacher provides a very clear sense of educational direction.
- The support for pupils learning English as an additional language is very good.
- The school meets well the needs of all its pupils, whatever their ethnic background. It is very good at promoting race equality.
- Pupils' personal development is promoted very well and this contributes to the very good relationships between all at the school.
- The school has established very good links with parents, who think highly of the school.

What could be improved

- Standards in information and communication technology (ICT) and the opportunities that pupils have to use ICT to support their learning in other subjects.
- Checking on what is taught, to ensure that pupils in different classes in the same year group all receive an equally rich curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, improvement has been satisfactory. Standards in reading, writing and mathematics are lower than they were at the time of the last inspection in 1996. They are also lower in religious education and ICT. However, the school is hardly the same one that was inspected almost six years ago. Since then, the proportion of pupils from minority ethnic groups and those learning English as an additional language has increased greatly. In 1996, only about one fifth of pupils were learning English as an additional language, but now it is almost half. Also, at the time of the last inspection many pupils came from prosperous families and started school with a wealth of experience. This is no longer the case. At the time of the last inspection, the school was given a number of key issues for improvement. Progress on

these has been good overall. Standards in geography have improved and are now average. There are now good schemes of work in all subjects to guide teachers on what to teach and in what order. There are much better systems for checking on pupils' progress and the standards they achieve. Pupils still have too few opportunities to use ICT in their learning, because there are not enough computers to go round.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	C	B	D	D
Writing	C	D	D	E
Mathematics	B	C	E	E

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

By the end of their time in the Reception classes, most pupils achieve standards in personal, social and emotional development, communication, language and literacy and mathematical development which are expected for their age. Their knowledge and understanding of the world and their physical and creative skills are also in line with national expectations. In the 2001 national tests and assessments in Year 2, standards were below average in reading and writing and well below average in mathematics. Teachers assessed standards in science as being above average. Standards in reading were below average compared with similar schools and well below average in writing and mathematics. The inspection finds that standards are better now in Year 2. They are average in reading, writing and mathematics and above average in science. They are also average in the other subjects. The reasons why standards were low in 2001 have been carefully analysed by the school. Of particular significance is the fact that these pupils had experienced a number of changes of teacher, which affected their progress. Also, a high proportion of those failing to do as well as expected in the tests were summer born children who had had only one term in the Reception classes. Targets set for achievement in national tests were exceeded in all but reading. Comparisons with similar schools are misleading. Similar schools are taken to be those with a similar proportion of pupils eligible for free school meals, but this does not take into account the very high proportion of pupils at this school who are learning English as an additional language. At the end of Year 4 standards in English and mathematics are average. They are also average in most of the other subjects, except science, where they are above average and ICT, where they are below. In science there is a particular strength in the standards of pupils' investigative work throughout the school. Pupils work hard and achieve well in response to the good teaching they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about lessons and activities outside lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school, although they can be noisy, for example as they come into assembly. There is very little evidence of bullying or racial tension and the school deals

	promptly and effectively with any such incidents.
Personal development and relationships	Very good. Pupils from the many different ethnic and faith backgrounds get along very well together. Pupils with special educational needs are fully accepted by all and included in all activities.
Attendance	Good. It has improved this year as a result of a very effective effort on the part of the school.

The racial harmony and race equality which the school effectively promotes are particularly strong features of the school's provision for the development of good attitudes and values.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

The teaching of English and mathematics is good. Teachers make good use of national guidance to help them teach well the basic skills of reading, writing and the use of number. Teachers plan work carefully and provide appropriate adult support in lessons to meet the needs of all their pupils. All the different groups make good progress in their learning – boys and girls, pupils from the various different minority ethnic groups, those learning English as an additional language and those who have special educational needs. The school has identified a number of particularly able pupils and teachers plan appropriately challenging work to help them reach their full potential. The provision for pupils for whom English is an additional language is a particular strength, and ensures that they have equal access to the whole curriculum and make good progress in their learning. The good teaching in the Nursery and Reception classes ensures that the children get off to a good start.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum meets all statutory requirements to teach the National Curriculum and religious education. It is enriched very well by the many visits that pupils make to places of educational interest, such as Hampton Court Palace, and by the many visitors to the school. In some cases, classes in the same year group do not both experience an equally rich curriculum.
Provision for pupils with special educational needs	Good. Pupils with a wide range of learning, behavioural and physical disabilities are well supported in lessons and helped to have good access to the full curriculum.
Provision for pupils with English as an additional language	Very good. The school is very good at meeting the learning needs of the very high proportion of pupils, from many different minority ethnic groups, who are learning English as an additional language.

Provision for pupils' personal, including spiritual, moral, social and cultural	Very good. Pupils' moral and social development are promoted very well. The school takes good care to develop pupils' appreciation and understanding of their own cultures and of the cultural and ethnic
---	---

development	diversity of British society as a whole. More could be done to promote pupils' spiritual development.
How well the school cares for its pupils	The school takes very good care of its pupils. There are very good procedures for child protection and ensuring pupils' well-being, health and safety. An appropriate check is kept on pupils' progress and the standards they achieve.

The school has established an effective partnership with parents. The number of hours that the school is in session each week is below recommended levels, but the school is fully aware of this and there are firm plans to increase the number of hours, from September 2002, in order to meet fully national recommendations.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher lead the school well, providing a very clear sense of educational direction. The change from first to primary school status and the consequent growth both in numbers and accommodation are being managed very carefully.
How well the governors fulfil their responsibilities	Good. The governing body takes good care to keep itself well informed. Governors have a good understanding of the strengths and weaknesses of the school and of the main priorities for school improvement. They play a significant role planning for school development and deciding how best to spend the budget.
The school's evaluation of its performance	Satisfactory overall. There has been some very good analysis of test and assessment data, to identify strengths and weaknesses in pupils' performance and the information has been used very well to modify teaching and so raise standards. The headteacher, deputy headteacher and some subject co-ordinators check on the quality of teaching. However, there are weaknesses in this programme, with the result that what is taught to different classes in the same year group is not always the same.
The strategic use of resources	Good. Funds are used effectively to support the raising of standards and to see that all pupils get an equally fair deal, including those who have special educational needs. In particular, the funds allocated for the education of pupils who are learning English as an additional language are very well managed to meet their needs.

The only weakness in the generally strong leadership and management is that the programme for checking on teaching has not ensured that all pupils experience an equally rich curriculum in all subjects. There are sufficient qualified and mainly experienced staff to meet the needs of pupils and to teach the full curriculum. The accommodation is good, although the extensive building programme has caused many problems. There are sufficient resources for teaching and learning and they are of suitable quality. The school takes appropriate care to see that it secures value for money in obtaining goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They would feel comfortable approaching the school with questions or a problem. • The school is well led and managed. • The school expects their children to work hard and do their best. 	<ul style="list-style-type: none"> • The range of activities offered outside lessons. • The amount of homework. • The information they receive about how their children are getting on.

Most parents have a very positive view of the school. Few criticisms were voiced to inspectors. The inspectors find that parents' positive views are all justified, but that there is no evidence to support the few criticisms made. There is a good range of activities outside lessons, especially taking into account the many visits undertaken. The amount and content of homework are about right for this age range. Parents are kept well informed about how their children are getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children start school with attainment which is broadly average for their age in all the areas of learning for children under five. Standards are average in most subjects by the time pupils come to the end of Year 2. They are also average at the top of the school, which at present is in Year 4. Standards are better in reading, writing and mathematics than they were when pupils in Year 2 took national tests and assessments last year. At that time standards in reading and writing were below average and, in mathematics, they were well below average. Standards were also below average when compared to those achieved by similar schools. However, the similar schools comparison is misleading because it does not take into account the very high proportion of pupils who are learning English as an additional language. 'Similar schools' are taken to be those where there is a similar proportion of pupils eligible for free school meals.
2. Standards were below average last year because the pupils taking those tests had experienced too many changes of teacher, which had affected their progress and left gaps in their learning. It is also significant that an unusually high proportion of these pupils were summer born and so had had only one term in the Reception classes. Although standards were below average last year, the school's targets for pupils' achievement were exceeded in writing and mathematics, though not in reading. The school looked very carefully at the weaknesses in pupils' performance in the tests and assessments, and modified the teaching this year to overcome these weaknesses. For example, the analysis of pupils' performance in mathematics revealed that there was a particular weakness in the way they dealt with mathematical problems expressed in words instead of numbers. In response to this, teachers have put particular emphasis on pupils learning and practising the necessary skills. As a result of the changes made, the teaching is now good, so that pupils achieve well, and standards are better.
3. In Year 2, pupils read with concentration and enjoyment for an extended period of time. They work really hard at learning new words and reading with improved intonation and expression. They listen to the teacher and to each other well. Pupils know what an author is and can name a number of books by well-known authors. They can tell the difference between a poem and a story, and many can give clear explanations about what they like or dislike about a story or a book and its style. In mathematics, most Year 2 pupils have a reasonably secure grasp of the two-times table. They use picture symbols to replace some of the numbers in an equation.
4. Standards in science are above average both in Year 2 and Year 4. In Year 2 this is similar to the picture last year, when teachers assessed standards in science as above average. A particular strength of the science teaching throughout the school is that pupils are given many good opportunities to investigate and find things out for themselves. This starts in the Nursery and is built on well as pupils move up through the school, and it means that they achieve well. Therefore they have better skills of scientific enquiry than most pupils of their age, leading to good understanding and higher than average standards overall. Good examples of the development of some of the skills of scientific enquiry were seen in the Reception classes, where children visited the wild area, well equipped with binoculars, to observe the birds and butterflies. Adults accompanying them constantly asked questions to direct the

children's attention and make them think. For example, "Can you see the robin? Can you hear him? What is special about a robin?"

5. Standards are also above average in art and history. This is because in both subjects the teaching is good and makes good use of real-life examples to bring the subjects alive to pupils, for example through the study of the work of famous artists and through visits to places of historical interest.
6. In most of the 'core' subjects, that is to say reading, writing, mathematics, ICT and religious education, standards are not as high as they were at the time of the last inspection in 1996. This is because there have been very significant changes to the pupil population since then and the trend in standards as measured by national tests and assessments in reading, writing and mathematics has reflected these changes. When the school was last inspected, only about one fifth of pupils were learning English as an additional language. This is now just under half. Only about a quarter came from minority ethnic groups, whereas this is now more than half. It is also significant that the home backgrounds of the children coming to the Nursery have changed a lot since then. A smaller proportion come from highly educated families and start school with the wealth of experience noted at the time of the last inspection.
7. Standards in ICT are below average in Year 4 because weaknesses noted at the last inspection remain. Pupils still have too few opportunities to use computers to support their learning in other subjects, because there are too few computers to go round. There is as yet no ICT suite, although one will be incorporated into the new buildings. The result is that, although pupils learn appropriate ICT skills, they forget them because there are too few opportunities to practise and apply them. They therefore achieve too little.
8. By the time they move up to Year 1, most children have the skills expected in all the areas of learning – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Although many start school at an early stage of learning English, they achieve well and reach expected standards because they are well taught. In particular, the very good support for children learning English as an additional language is a significant factor in their good progress and achievement. The very good climate for learning, which is established in the Nursery and which continues into the Reception classes, helps the children feel safe and secure. It promotes their personal, social and emotional development very well, so that they quickly become confident learners, happy to join in and have a go at all of the very wide range of interesting educational experiences on offer. Another important factor in seeing that the children reach expected standards is the very close eye that teachers and support staff keep on how they are getting on. They can be steered carefully towards particular experiences they may need, because a careful watch is kept on how they are doing.
9. The very good support for the very high proportion of pupils learning English as an additional language means that they have good equal access to the whole curriculum and make very good progress in their learning. They achieve very well, so that the standards they reach by Year 2 and Year 4 are as good as those reached by those whose first language is English. Pupils from minority ethnic groups learn and achieve just as well as those from white United Kingdom backgrounds, so that there is no difference in the standards they achieve. Pupils with special educational needs are taught well and a good check is kept on their progress. As a result, they learn and achieve well and are helped to reach standards which are appropriate to their abilities,

although in some cases these are lower than those achieved by most pupils. Although boys did better than girls in last year's national tests in reading, writing and mathematics, no overall gender differences in standards were evident during lessons or in pupils' past work.

Pupils' attitudes, values and personal development

10. Attitudes and behaviour are good and relationships in the school are very good. This is similar to the position reported at the last inspection.
11. Pupils greatly enjoy school. They are welcoming to visitors and enjoy talking to them. There is a clear distinction between the few classes where behaviour management is less secure and the rest. In the former, pupils are slower to get down to work and concentrate less well. Where behaviour management is good, pupils get down to work very well and show a genuine interest. This was particularly evident in the Reception class, where children were running an airline, catering for the passengers, issuing tickets and scanning baggage. The children were engrossed in their tasks as they developed their speaking, listening and social skills. These positive attitudes are due to the very good relationships between teachers, classroom assistants and children, to the enthusiasm of teachers and their good classroom management.
12. Behaviour is good. It is often very good in classes where classroom management skills are good, but in some classes it deteriorates because those skills are not yet available to the teachers. On the playground behaviour is very good and well supervised. Behaviour is also good around the school and at lunchtime. School property is treated well. There have been no exclusions for three years. There have been very few racial incidents. There are no records of bullying this year and parents have no concerns on this score.
13. Relationships are very good. This is a very happy school. Teachers and educational support staff know their pupils well and enjoy working with them. Pupils are confident to speak to members of staff about problems. Pupils help each other and give support. For instance, the level of collaboration was very good in a science lesson where pupils were asked to work together to investigate the opacity or transparency of materials. Pupils who arrive at the school with very little English are helped by other pupils with the same first language, who act as buddies but, in practice, many of their fellow pupils help them and make them feel welcome. Racial harmony is very evident. Pupils with special educational needs are encouraged and supported by other pupils when help is needed.
14. Personal development is good. Pupils have appropriate opportunities to take on positions of responsibility or to use their initiative, which they do with alacrity. There are limited opportunities for pupils to work independently in their lessons. All pupils have opportunities to carry out small tasks in the classroom. Older pupils explained how they voluntarily go out of their way to help younger ones.
15. Attendance is good. Last year it was just below the national average for primary schools, but in the current year it has improved to 94.8 per cent, virtually on a par with the performance at the last inspection. Unauthorised absence has dropped from 1.3 per cent to zero. The school day starts on time and there is good timekeeping through out the day. The registration system is efficient. Lateness is a minor problem.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. It is good in English, mathematics and science, art and history and satisfactory in the other subjects. Teaching is particularly good in the Nursery and Reception classes, so that the children get off to a good start in their education and make good progress in their learning. Taking the school as a whole, about seven in ten lessons seen were good or better. No unsatisfactory teaching was seen. This is better than the picture usually seen nationally when primary schools are inspected. Nationally, about six in ten lessons are good or better and a small proportion of teaching is unsatisfactory. It is also better than at the time of the last inspection. In the Nursery and Reception classes, eight in ten of the lessons seen were good or better. The good teaching throughout the school means that pupils make good progress in their learning, and this is why standards are rising. Consequently, they are better in reading, writing and mathematics than they were in last year's national tests and assessments in Year 2. The teaching has been appropriately modified to take account of weaknesses in pupils' test performance last year, which the school identified through its careful analysis of test results.
17. The best teaching makes use of a wide range of different teaching methods to capture and maintain pupils' interest. Because the teaching is lively and varied, pupils are enthusiastic, they concentrate well, try hard and so make good progress in their learning. This was seen, for example, in Year 4 when pupils wrote about their visit the previous day to Hampton Court Palace, and also as they solved real-life mathematical problems. This teaching involved good, clear, whole-class introductions, so that pupils easily understood what they were to do and learn. These lessons were very well balanced, so that, in addition to the good whole-class teaching, there were good opportunities for pupils to work in groups and individually. At the end of these lessons, there were very good opportunities for pupils to come together as a class again, to discuss what they had learned and how far they had met their targets for the lesson. The setting and discussion of clear learning targets at the start of lessons and the opportunity to return to these at the end helps pupils have a good understanding of their own learning and to know how close they are to reaching their learning goals. Whilst this is a strength of the best lessons, the way learning is discussed and consolidated at the end of lessons is a weakness in other classes. Teachers too often rush this important part of the lesson, because they have not planned the lesson carefully enough, and run out of time. This was seen, for example, in mathematics lessons in Years 3 and 4.
18. In the Nursery and Reception classes the teaching is good at promoting the children's personal and social development. For example, opportunities to do things for themselves, such as getting changed for physical activities, give the children confidence and a sense of achievement and being 'grown up'. Here and throughout the school, pupils with special educational needs are well supported, so that they learn and achieve as well as the others and make the most of their abilities. In physical education lessons, as well as in the other subjects, the less able are helped and encouraged to take a full part in lessons. Good examples of pupils with learning difficulties being helped to take a full part in lessons and make good progress in their learning were seen, for example, in mathematics and physical education lessons in Year 2. In a mathematics lesson, they were able to tackle the same lesson content as the rest of the class, through a well modified task that involved using plastic cubes to help them find the missing number in an equation. Learning support staff are skilled and play a vital role in helping pupils with special educational needs to have equal access to the whole curriculum and to make good progress in their learning.

19. The school meets well the needs of all its pupils. Those learning English as an additional language are taught very well, by specialist staff and class teachers, so that they have access to the full curriculum along with their friends and make very good progress in their learning. This is true of those 20 or so pupils at an early stage of learning English, who are mainly in the Nursery and Reception classes, as well as the more fluent. A bi-lingual assistant gives very good support to pupils who are at an early stage of the acquisition of English, and pupils know that both the specialist teacher and the assistant are there to help them with the language. Consequently, they feel secure and able to 'have a go' at English, even when they are uncertain about something. The needs of pupils from the many different minority ethnic groups are well met, so that they make good progress in their learning. The school takes care to make them feel valued, for example through celebrating the diverse cultural and faith traditions present in the school. Good use is made of books in community languages as well as English to encourage pupils' interest in stories and to help develop their reading skills.
20. The teaching meets equally well the needs of girls and boys. The school has identified a number of gifted and talented pupils and some work is carefully matched to their particular needs, challenging them to achieve to their full potential, although this is common only in English and mathematics. It was seen, for example, in Year 4, as pupils practised the multiplication tables. The most able quickly gave answers to questions up to 12 times 12, while most of the class worked on the two, five and ten times tables.
21. Although pupils are managed well in most classes and good discipline is maintained, so that all pupils can get on and learn, there are weaknesses in one of the Year 4 classes. For example, in an English lesson on writing a Haiku poem the teacher had to devote too much time to class management because control was not firmly enough established from the outset. This was seen also in a mathematics lesson in the same class, where the teacher failed to get to grips with too much noise and inattention, so that pupils did not all learn as much as they could. A weakness in both these lessons was that too little praise and recognition was given to pupils who were working hard and paying attention, and the praise eventually given to these pupils at the end of the lesson was too little and too late.
22. Marking of pupils' work is satisfactory overall, but it is inconsistent between classes. In some classes, pupils are given plenty of good feedback when teachers mark their work and they are advised on what they need to do to improve. In other classes, the marking is too often limited to congratulatory comments which, whilst they are encouraging, do not help pupils know how to do better. Another inconsistency between some classes, is in the range and richness of what is taught. This is seen, for example, in religious education in Year 4 and in geography in Year 3. Although teachers in the same year group plan together to cover the same ground, what is in fact covered in lessons is not always the same. For example, in Year 4, pupils in one class have a much greater knowledge and understanding of a range of religions studied than those in the other class. Both these weaknesses in consistency between classes point to a weakness in the monitoring of teaching.
23. Teachers make good use of national guidance to teach the basic skills of reading, writing and the use of number. Firm foundations are laid in the Nursery and Reception classes, where there is good stress on developing the children's skills in communication, language and literacy, with particular attention paid to those who are learning English as an additional language. In the rest of the school the good teaching of reading, writing and mathematics builds well on the work in the early stages, so

that most pupils have secure skills by the age of seven and achieve average standards by the time they are in Year 4. In the Nursery, the children develop their speaking skills well because adults take advantage of every opportunity to involve them in conversation, for example asking, "Who will go on the bus with you (to the beach)?" and, "If the weather is like this, what will you do?" The children are encouraged to concentrate for extended periods and engage in conversation with adults and other children. Writing skills are developed well, as the children use tracing paper and write their name over name cards. Imaginative and enjoyable activities help develop the children's mathematical skills, for example as they play a lotto game in Reception, recognising the name and shape of numerals from zero to ten.

24. Too little use is made of ICT to support pupils' learning. Although the teaching of ICT is satisfactory, and a very good contribution is made to pupils' learning by the ICT support assistant, there are not enough computers to go round. The result of this is that pupils' experience is limited and they forget much of what they are taught because they have too few opportunities to practise and apply their new-found skills.

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

25. The quality and range of the curriculum are good. National Curriculum requirements are well met in all subjects. The recommended Foundation Stage curriculum is implemented fully in the Nursery and Reception classes and the provision of religious education is in accordance with the locally agreed syllabus.
26. The issues for action highlighted at the last inspection with regard to the curriculum have all been addressed. Appropriate time is now allocated to all subjects, and all subjects have appropriate policy statements and schemes of work based on nationally recommended guidance. However, the monitoring of planning, teaching and learning in some subjects, such as geography and religious education, needs further attention by subject leaders to ensure that a full range of the subject is covered in all classes and across year groups.
27. Careful consideration has been given to designing a curriculum that is stimulating, interesting and very relevant to the pupils. It fully reflects the diverse community from which they come as well as giving them many insights into the wider world they live in, both past and present.
28. All National Curriculum subjects and religious education are taught in a systematic, well-structured way that builds on pupils' prior knowledge and understanding and successfully leads them on to the next level in their learning. There is appropriate emphasis on the teaching of English, and the school has been careful to adapt the National Literacy Strategy to meet the specific needs of pupils. As a significant number of pupils have English as an additional language, the school places a very strong emphasis on the need to make rapid acquisition of speaking, reading and writing skills in English a top priority.
29. The National Numeracy Strategy has been well implemented, is firmly in place and is beginning to raise standards.
30. The provision for personal, social and health education, including citizenship, has been firmly established in the school for a number of years and is of good quality. Drugs education is tackled informally in these lessons, and a programme for sex

education is in the process of being finalised with full parental and Governor participation.

31. The curriculum for pupils with special educational needs is good. The pupils' needs are identified early. There is a good range of curriculum support. This is provided both through ensuring that lessons match pupils' need when they are planned, and also through the pupils' individual educational plans. These plans are appropriate, relevant and well used by class teachers, specialist teachers and support staff, all working well together.
32. The curriculum is enhanced by a wide range of visits to places of interest, that are closely linked to pupils' studies, and a superb range of visitors to the school. This is a larger range than that found in most schools and is a strength of the school. Visits have included the Planetarium, The Polka Theatre, The British Museum and Hampton Court. This year, for the first time, a residential visit is planned for Year 4 pupils to Sayers Croft, a school residential centre.
33. Visitors have included the local History Society who came to talk about the evacuation of children during the second world war, parents who shared the experience of their work, notably a journalist, and a female scientist. The local education business partnership provided a dentist to talk to the pupils and to bring equipment, and the site builders sent 'Bert the Builder' to talk to the pupils about building and site safety. Groups of pupils were provided with hard hats and invited to inspect on a regular basis the progress of the building, including aspects of Health and Safety.
34. Students from the local college have brought in mini-beasts for the pupils to examine and will help pupils design ceramic sculptures for a brick wall in the new school building. Musical visitors have included Croydon School of Music, a group of trombonists and a group of African drummers. Pupils have also watched a falconry display on the school field.
35. The school provides a good range of out-of-school activities, which are effectively organised by the parents. This programme is continually being extended and new activities introduced as interest and resources permit. For example, there are plans to introduce a music and movement club in response to interest. At present, activities provided include drama, country dancing, French, gymnastics and football. These are popular and attended by many pupils.
36. The school has well-established links with the local community, including the local Baptist Church, the Asylum Centre and local senior citizens and carers, for whom a party with entertainment was held at Christmas.
37. The school has good links with other local schools for games and country dancing, and takes part in a local project to prevent truancy, where older pupils come and assist teachers in classrooms. The specialist teacher for pupils learning English as an additional language shares projects between Poplar and the other schools in which she teaches. There are good links established with teacher education centres and colleges that provide training in child development.
38. The provision for pupils' spiritual development is satisfactory and pupils are given some appropriate opportunities in lessons to reflect on the beauty of literature, art, nature and music. Opportunities are missed however, in fully promoting the spiritual aspects of the creative arts curriculum and in reflecting on and expressing feelings

about art, literature, music and nature, and in fostering spiritual aspects of worship including awe and wonder in assemblies.

39. The uniqueness of individuals and promotion of their self-esteem are given a very high priority by all adults.
40. Pupils' moral development is very well promoted. Principles of the recognition of right and wrong underpin the policies for behaviour and the scheme of work for personal, social and health education and for citizenship. Opportunities are regularly provided to promote moral values such as caring and respect for each other, courtesy and fairness. For example, the school held a Refugee Week in which all the pupils considered the plight of refugees. Many pupils spoke most eloquently about their own personal experiences as refugees, discussing their feelings when forced to leave their homes and country. Other pupils were able to empathise with them in the activities that were organised during the week.
41. The provision for promoting pupils' social development is very good. There are many opportunities provided for all pupils to take responsibility, show initiative and develop an understanding of living in a community. For example, all new pupils are provided with a class 'buddy' who looks after them and helps them understand the routines. Older pupils regularly assist younger pupils with routine school activities and carry out helpful tasks such as giving out registers, putting out benches for assembly, and putting music on for coming in to assembly. All classes have discussed and formulated rules for each class that are in accordance with the school ethos.
42. The taught programme of personal and social development has a strong influence on the pupils' development. Pupils are encouraged to support a range of different charities. Two pupils recently arranged a 'Blue Peter' bring and buy sale, gave out leaflets, priced the gifts and organised every aspect of the sale.
43. The headteacher appropriately involves pupils in whole-school decisions, for example, the pupils suggested the erection of basketball rings at the front of the school, named the new classes, and suggested a way to organise the Christmas party that would include all the pupils. Pupils are developing a strong sense of social justice, are learning to care in their community and are very socially aware.
44. The promotion of the pupils' cultural development is very good. There is a strong emphasis on teaching pupils to appreciate a range of cultural traditions through the curriculum, through extra-curricular activities and also on-going themes and festivals, such as Chinese New Year, Refugee Week, Diwali, country dance festivals and Harvest Festival.
45. Pupils' cultural development is fostered by a wide range of visitors to the school, such as African drummers, Indian dancers, artists and writers and by visits to art exhibitions and musical concerts.
46. Good opportunities are provided for sporting activities, including after-school clubs and competitive matches against other schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The high quality of pastoral support pervades every aspect of the school, as it did at the last inspection. Academic assessment has improved significantly. The school is a safe environment with all the expected safety measures in place and safety

inspections that are recorded and lead to action. There are good procedures for school visits, first aid and fire drills. Great care has been taken to provide a safe environment while the major building operation has been taking place. Child protection procedures are good. The nominated person, the headteacher, is experienced in this field. She has good contacts and knows the local procedures. All staff have been trained. Children with poor or changing home circumstances are known well and, where appropriate, given extra support. Topics and issues covered in personal and social education programme help pupils to look after themselves. Welfare facilities are good and children with health problems are identified to those who need to know.

48. Procedures for the promotion of attendance are good. The school makes telephone calls on the first day of absence if no notification has been received. Letters are sent home requesting reasons for absence if none has been provided. Rewards are given for 100 per cent attendance and for improved attendance. There is strong resistance to holidays taken in term time and the headteacher interviews the parents of those with poor attendance levels. The impact of poor attendance on a pupil's education is stressed to parents at meetings and parental interviews. The education welfare officer collaborates well with the school and calls on families where there is a significant attendance problem.
49. Procedures for promoting good behaviour are good. The emphasis is on care and respect for each other. Everyone is regarded as important and pupils are listened to. Classes draw up their own rules and these are referred to when problems arise. Pupils are addressed politely and the staff are good role models for them. Also important is the use of praise and rewards, which is lacking in the few classes where behaviour is not well managed. Oppressive behaviour is discouraged through the very good relationships in the school, coupled with topics covered in assemblies and in personal and social education. The headteacher has a high profile around the school and encourages a 'family feeling'. These are good procedures for discouraging oppressive behaviour.
50. There are very good procedures for supporting pupils' personal development. They are almost entirely informal, but this is effective because of the whole school emphasis on pastoral care. Teachers know their pupils extremely well and talk knowledgeably about them in a very positive way. When problems are apparent, pupils are given much encouragement to overcome them and parents are involved where appropriate.
51. Procedures for the assessment and monitoring of academic progress were a key issue for the school to develop after the previous inspection. Recent initiatives have tackled this issue in a satisfactory way and all staff are now using the same assessment procedures. This is a clear improvement on the situation at the time of the last inspection, when no cohesive assessment procedures were in place. A range of standardised tests is now being introduced to give the school a clear picture of the strengths and weaknesses in English and mathematics. They will enable staff to track individual progress and set realistic targets. Similar strategies are now in place to assess the progress being made by those pupils who have special educational needs or English as an additional language.
52. As these procedures are still new, and are currently being rigorously monitored by the assessment co-ordinator to ensure that all staff are both confident and consistent in their use. Assessment procedures for subjects other than English and mathematics are not yet formalised, but the current system of teacher evaluation at the end of each

unit of work is a useful guide to subject co-ordinators, enabling them to identify strengths and weaknesses in practice in their subjects.

53. Assessment procedures in the Nursery and Reception classes are well established and are very good. Staff have a very clear picture of what individual children know, understand and can do and use this information well to plan the next stage in children's learning. This effective use of assessment and monitoring ensures that all children make good progress and achieve well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school's links with parents are very effective. Parents have more favourable views of the school than they had at the last inspection, as demonstrated by an analysis of the responses to the survey of parents' views carried out before the inspection. They feel comfortable in approaching the school about problems, believe the school is well led and managed and have a high opinion of the teaching, behaviour and the progress made by their children. The highest area of discontent was from one sixth of the parents who thought that there were not enough activities outside lessons. The inspection team agrees with the positive comments but finds that the activities outside lessons are very good.
55. The quality of information provided for parents is good. Curriculum information is regularly provided, as are newsletters. The prospectus is very well presented and very informative. The annual report by the governors is also well presented and gives an interesting account of developments at the school. Annual progress reports contain very clear information about what has been achieved. Information on attainment in terms of National Curriculum levels is provided for the older pupils. Reports do not, however, set targets for pupils to achieve. Most parents attend the three consultation evenings on progress, at which translators are available if required. Parents of pupils with special educational needs are invited to come to a meeting once a term at which the pupils' individual education plans are discussed.
56. The school is very approachable, teachers being available informally at the end of the school day. Parents are made to feel welcome when they come into school.
57. The contribution of parents to children's learning at school and at home is good. Parents support class assemblies and trips and visits. They are welcome at Harvest Festival and the carol service, both of which are held in the Baptist Church. Parents help in the classroom, for example in food technology lessons. There is a very active parent-teacher association that provides valuable finance for the school and helps to make school fun by arranging events such as discos. It arranges after-school clubs for football, gymnastics and drama that are run by salaried experts. Parents also cover library books, arrange craft workshops to produce items for sale at fairs and provide the finance for all children to have a theatre visit every year. Parents support reading and other homework activities and Year 4 parents have made massive contributions to project work, especially the furnishings for a Tudor house and 'Morden 100 years ago'. The school takes care to keep itself in touch with parents' views of the school, for example through questionnaires, and a sample has been consulted about sex education. All were consulted about extending the school day. Parents help with the school grounds, taming the wild area and refreshing safety surfaces under the play equipment in the school grounds.
58. Joint plans are made between parents and school staff to tackle poor attendance or behaviour. All Nursery pupils have a home visit before starting school and Reception

pupils have taster sessions before they start. There are helpful meetings for parents before children start school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the school are good. The headteacher and senior staff have a clear understanding of the strengths and weaknesses of the school, and of what needs to be done to improve the quality of education offered and to raise standards. They are committed to the school continuing to improve, as it has done since the last inspection, and there is the energy and capacity to see that it does so. In particular, the deputy headteacher is a great asset to the senior management team, supporting the headteacher strongly in school improvement. After only two terms in post she has already made very good improvements in the school's systems for checking on how well pupils are getting on. This has improved the quality of teaching and contributed to the rise in standards this year. The headteacher is aware that, in some classes in the same year group, pupils do not all experience an equally rich curriculum. She has worked, and continues to work, with some teachers who are new to the school this year to overcome this weakness.
60. The headteacher and senior staff have a clear commitment to meeting the needs of all the pupils, including the various minority ethnic groups, those learning English as an additional language and those who have special educational needs. The provision for pupils learning English as an additional language is particularly well managed by the specialist co-ordinator, who receives strong support from the headteacher and other senior staff.
61. The challenges posed by the school's reorganisation from a first to a primary school are clearly understood and they have been well managed. In particular, the headteacher and senior management team understand that they need to extend the curriculum in order to meet the needs of the older pupils, in Years 4 to 6, for example through the development of more sporting and musical activities. They have also identified the need to increase the number of pupils over the coming years, in order to maintain an appropriate level of funding.
62. The role of subject co-ordinators is satisfactory overall. It is better developed in some subjects than others. Although the co-ordinators for English, mathematics and science have a well-developed role with clearly defined responsibilities for improving the quality of teaching and raising standards, in the other subjects this is less well developed. The less experienced subject co-ordinators are, in the main, committed and energetic, with a clear understanding of priorities for the development of their subject, but with a limited role in checking on the quality of teaching.
63. The governing body is effective in exercising its role and fulfilling its statutory duties. Governors are well informed about the school and have a clear understanding of its strengths and weaknesses. They are very aware, for instance, that standards in national tests and assessments were low last year. They have taken a close interest in the reasons for this and what the school is doing about it. Governors take care to keep in close touch with the school, many visiting on a regular basis. There are good links between individual governors and some aspects of the school's work, such as the provision for pupils with special educational needs. The governing body plays an important part in shaping the educational direction for the school, through its involvement in school development planning. Governors keep a close eye on the progress of development plan targets. Their school development plan appropriately focuses on the main challenges facing the school, with a particular emphasis on the

developments needed to meet the increased demands arising from re-organisation. Governors are very responsive to the views of parents and they have made strenuous efforts to find out what parents think, what they value about the school and what they would like to see improved.

64. There is an appropriate programme for the monitoring, evaluation and development of teaching. It has led to an improvement in teaching since the last inspection, with the result that there was no unsatisfactory teaching during the inspection, although there was a certain amount last time. The headteacher, deputy head and co-ordinators for English, mathematics and science all regularly carry out observations of teaching, make sound judgements about its quality and give helpful feedback to staff on the strengths and weaknesses of their teaching. Although co-ordinators for the other subjects check on what teachers are planning to teach, they do not observe teaching. Their checks on teachers' planning are not always effective in ensuring an even coverage of certain subjects, such as religious education, between different classes in the same year group. The governing body, headteacher and senior staff take good care to check on the standards achieved and compare their school's performance with others, both locally and nationally. A careful analysis of the weaknesses in pupils' performance in last year's tests and assessments has been used well to modify the teaching this year. This has led to a better understanding of pupils' learning needs and has resulted in better teaching and higher standards in reading, writing and mathematics.
65. Educational priorities are very well supported by the school's meticulous financial planning. The headteacher and the governors manage the school's budget well, capably supported by the administrative officer. They have created a surplus to maintain the present staffing through the first of some lean years, which are due to a temporary fall in pupil numbers. Specific grant is used for the specified purpose, and special educational needs funding is topped up by the school. The day-to-day financial control and administration are efficient and the office is a welcoming point of contact for visitors. The principles of best value are applied satisfactorily. Options for expenditure are carefully evaluated. Competitive quotations are sought. Comparisons are made using local authority data and parents, staff and others are consulted when they have a contribution to make. Pupils are consulted about school uniform, the names of classes, the organisation of the Christmas party and playground equipment. Staff are free to raise any issue at the open staff meetings that occur every three weeks. Priorities for development are well represented in the school budget.
66. The school is well staffed, with a good spread of qualifications. Of especial value are the qualifications held or being sought by support staff. These staff make a valuable contribution to learning and school life generally. Staff development is driven primarily by the development plan, with secondary input from individuals' development needs as perceived through performance management. Performance management has completed satisfactorily its second round and appraisal of non-teaching staff is about to start for the second year, the first year being a pilot involving only a few staff. This is good practice. There are very good arrangements for the induction of staff new to the school, who receive all their entitlements and a very friendly welcome. Staff are highly committed and there is excellent collaboration between teachers and learning support assistants, which greatly benefits pupils. The practice of having shared responsibilities for the co-ordination of both English and mathematics works very well, because co-ordinators co-operate very closely together.

67. Accommodation is good, particularly the outside play areas and the wild garden. The new block was close to completion during the inspection, but was not included in our evaluation. The new computer suite, hall and library will enhance the school's facilities.
68. Resources are satisfactory, except for ICT, where the provision of computers and software in classrooms is inadequate, which restricts pupils' access and so holds down standards. The parent-teacher association's main priority for the next two or three years is to help in equipping the new computer suite.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should now:

- Improve the provision for ICT, so that pupils have more opportunities to regularly practise the skills they learn and apply them as they learn other subjects.
(see paragraphs 7, 24, 112, 118, 122, 127, 135, 141, 142)
- Improve the programme for checking on teaching, to ensure that pupils in different classes in the same year group experience an equally rich curriculum in all subjects.
(see paragraphs 22, 64, 135, 161)

MINOR ISSUES

The school should also plan to address the following minor weakness:

- Improve the provision for pupils' spiritual development through increased opportunities for them to participate in the creative and performing arts, such as music and drama.

THE PROVISION FOR PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

70. Provision for pupils who have English as an additional language is very good, so that they make very good progress in the acquisition of English and they are able to take a full part in all the school has to offer, and learn well. This is particularly noticeable in the Nursery and Reception classes, where pupils often enter with little or no English, but by the beginning of Year 1 are fluent enough to have full access to the whole curriculum with some support. Refugee pupils who come with no English and enter classes at various stages throughout the school make the same rapid progress. Achievement across the curriculum for pupils with English as an additional language is at best as good as indigenous pupils, and in many cases better.
71. Teaching is very good. The specialist teacher and bilingual assistant are very experienced, have detailed knowledge about the different ethnic groups present in the school, and are skilled in a wide range of languages, offering their own translation and interpretation for pupils and their parents. These services are supplemented by the judicious use of parents to translate non-confidential material. Translation is well managed in a school where 24 different languages are represented. The specialist staff have a positive impact on the rest of the staff in the school, so that work on English as an additional language has a very high profile in the school as a whole. Good collaboration takes place in planning lessons and in teaching between specialist staff and class teachers, so that the teachers' awareness of the needs of those pupils learning English as an additional language are continually being raised, and the classroom work is closely matched to the needs of the pupils. The needs are well assessed by exemplary materials developed by the teachers, and taken into careful account in the teaching and resources provided. Clear targets in language and learning are identified and met.
72. Teachers keep good, detailed profiles of pupils' language development to enable them to plan future work to meet their learning needs. Pupils are carefully grouped to take account of their learning needs and language development, and the more advanced learners are monitored and given continued support. In this way, achievement is constantly being raised for all language learners, whether they are at an early stage of English acquisition or are more advanced.
73. The specialist teacher and the bilingual classroom assistant ensure that the pupils have enhanced opportunities for speaking and listening. Their presence in the classroom and their support and encouragement enables the pupils to participate fully in class and small group discussions about their work. Small group and individual work with specific pupils enables them to draw out their speaking and listening abilities further, and to build on their existing language knowledge to extend their use of vocabulary and grammar. Teachers are careful to provide effective models of spoken and written language for bilingual learners, and pupils also assist their class mates with this. All teachers recognise the role of the pupils' home language in the development of English, and pupils at all stages of English acquisition are encouraged also to speak in their own language.
74. Support staff are diligent in interpreting difficult technical language for pupils by continuous explanation while the class teacher is talking, and by effectively working around the class to support pupils with difficulty. As a result of this strategy, pupils persist all the time with their learning and do not give up because they do not understand.
75. The specialist teacher, class teachers and the bilingual assistant carefully evaluate pupils' progress at the end of each term and plan new work based on a clear

identification of pupils' learning needs. In conjunction with this evaluation, the headteacher takes a strong lead in promoting the provision for pupils. She deploys resources to support this work, and is constantly searching for extra funding to expand the support for the pupils, which at present is in some cases rather thinly spread due to low levels of funding.

76. The school provides a wonderfully welcoming environment for pupils, in which they feel at home and so are confident to contribute. The school ethos encourages all pupils to feel included in all aspects of school life, and careful attention is paid to making all new pupils, including refugees, welcome when they arrive, and in carrying out home visits and interviews with parents so that needs are identified and trust established. There are good links with Merton Ethnic Minority Achievement Service, the Asylum Team and the Asylum Welcome Centre.
77. Excellent use is made of parents as a multi-cultural resource. They assist in many aspects of school life, including translating and interpreting for teachers, pupils and other parents, reading stories in other languages and recording dual language and other books on to tapes for use in lessons.
78. Parents from the many different ethnic and language groups are generous in providing costumes, music and artefacts and the food of their culture to enhance cultural experiences for all pupils. They are involved in lessons, school visits and preparing and taking part in assemblies, where a range of religious festivals from all major faiths are celebrated. One example was a Diwali assembly for which the parents made costumes for the pupils and staff to wear, taught the pupils how to act out the story of Hanuman the Monkey God, and provided music, food and many lights for the celebration.
79. Other visitors from the local community are used to enhance the understanding of additional language learning issues for the pupils, such as the workers from the local education authority, who presented the issues about being a refugee to the pupils in assembly, and carried out workshops around the issues in all classes. Nursery pupils, for example, made little suitcases into which they placed models of their favourite things that they would take if they had to go as a refugee to another country.
80. The bilingual assistant has made a folder of photographs of different school activities, with captions underneath in a range of languages. These are shown to parents in induction meetings and visits to help them understand the British educational system, what their child will be doing at school, and its purpose.
81. There are very good multi-cultural resources in the school for teachers to use in lessons, and many are hand-made by the specialist teacher and the bilingual assistant to address the particular needs of specific pupils. These are supported by a good range of artefacts, costumes, CDs, musical instruments, utensils, books and posters, which display positive role models of people from different ethnic groups.
82. There is a wide range of books representing different cultures in the library, including dual language books in all the community languages. The school encourages parents from ethnic minorities to become governors, with some recent success.
83. The specialist staff and senior management team ensure that the welfare of refugee pupils is taken care of so that they do not lack food or clothing, which would hinder their education.

84. Labels in school are presented in a range of languages so that parents and pupils can understand, and the school booklet and other important information for parents are translated into the main community languages.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	25	17	0	0	0
Percentage	2	19	47	32	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	40	254
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	119

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.2

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
---------------------------	-----

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	27	22	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	21	25
	Girls	17	19	20
	Total	41	40	45
Percentage of pupils at NC level 2 or above	School	84 (94)	82 (87)	92 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	20	19	22
	Total	45	45	48
Percentage of pupils at NC level 2 or above	School	92 (91)	92 (98)	98 (96)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	4
Black – other	0
Indian	18
Pakistani	12
Bangladeshi	4
Chinese	10
White	131
Any other minority ethnic group	21

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - Y4

Total number of qualified teachers (FTE)	14.4
Number of pupils per qualified teacher	17.4
Average class size	25

Education support staff: YR - Y4

Total number of education support staff	8
Total aggregate hours worked per week	196.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	12.3

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	668,190
Total expenditure	645,955
Expenditure per pupil	2,499
Balance brought forward from previous year	25,006
Balance carried forward to next year	47,241

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	5.6
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1
--	---

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	289
Number of questionnaires returned	127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	27	2	0	0
My child is making good progress in school.	54	43	2	0	2
Behaviour in the school is good.	55	42	2	0	2
My child gets the right amount of work to do at home.	31	46	14	2	6
The teaching is good.	54	43	0	0	3
I am kept well informed about how my child is getting on.	57	31	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	71	27	2	0	1
The school expects my child to work hard and achieve his or her best.	58	35	4	0	3
The school works closely with parents.	54	38	6	2	1
The school is well led and managed.	69	27	2	0	2
The school is helping my child become mature and responsible.	53	41	1	0	6
The school provides an interesting range of activities outside lessons.	28	44	13	5	10

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

85. The school has maintained the good provision found at the last inspection for children in the Nursery and Reception classes. This has been a considerable achievement taking into account the reorganisation of staffing, accommodation and new government guidelines for the education of young children. The school provides children with a good start to their education. The Foundation Stage is well led by the co-ordinator, who ensures that all staff are equally valued and work as a team. This results in consistently good teaching, with many examples of very good teaching. Children benefit from the rich curriculum offered and this has a positive effect on learning. Consequently, children make good progress and achieve well. They enjoy their time in the Nursery and Reception classes. They are enthusiastic, happy, concentrate well on activities and respond well to new and challenging tasks. Their behaviour and attitudes to learning are very good because the children are well managed and kept busy. A wide variety of interesting activities is well planned by the teachers and assessments are used very effectively to track the progress of individual children.
86. When children enter the Nursery, tests show that a full range of ability is represented, but the majority of children have early skills in English and mathematics typical for their age. When children enter the Reception classes, they have made good progress and tests taken during the first few weeks in Reception indicate that their attainment in speaking and listening, mathematical development and personal independence is typical for their age. This represents good achievement for all children and in particular, those children who have special educational needs.
87. Many of the children who have English as an additional language are at an early stage of language acquisition and receive very good bilingual support in the Nursery. This, added to the good focus placed by all staff on extending the vocabulary of children, means that these children make very good progress and, by the time they enter the Reception classes, their English speaking skills are developing rapidly. This very good support continues in the Reception classes and ensures that children who have English as an additional language achieve very well.
88. By the end of the Reception year, good progress has been made and the majority of children achieve the standards expected for children of this age, with some achieving standards above those typically found in language and communication skills, personal and social development, and knowledge and understanding of the world.

Personal, social and emotional development

89. By the time the children leave the Reception classes, most achieve the levels expected in this area of learning. Personal and social development are promoted well. Teachers of Nursery and Reception children place great emphasis on developing independence and social skills. They do this very effectively by setting good examples for the children to follow. Learning activities are well organised, so that the children experience opportunities to make choices and take decisions. This effective strategy soon builds up their confidence. Even very young children in the Nursery quickly learn the routines of the day and settle happily to new activities. The children confidently enter the Nursery for morning and afternoon sessions and say goodbye with little anxiety to their parents and carers. Staff are on hand to support

those children who do find it difficult to settle. After each activity, children in all classes are encouraged to tidy up and this is made easy for them as the Nursery and Reception classes are well organised and the children know where everything belongs. Behaviour is very good. Children speak politely to each other and to all adults in their classrooms. They show a natural curiosity to visitors, but soon relax and talk happily about what they are doing.

90. Children with special educational needs are given good support by support staff, who encourage independence in gradual steps. A good example of this is when children get changed for physical education lessons, or prepare to go into the wild area to observe birds. They are carefully guided, but independence and joining in with other children is actively encouraged. This ensures they are fully included in all activities. Children with English as an additional language make friends quickly across gender, ethnic and racial groups and show good personal and social development. All children share activities and resources well and are quick to help and comfort each other if problems arise.

Language, literacy and communication

91. The teaching in this area of learning is good and often very good and, as a result, the majority of children achieve the standards expected for their age and ability by the end of the Reception year. Children who have English as an additional language receive very good bilingual support to extend speaking and reading skills. For example, the bilingual assistant read *Goodnight Owl* to a group of eight children, concentrating on the vocabulary in the book. She used excellent resources to introduce the different birds, ensuring that specific vocabulary was translated, whilst at the same time ensuring consolidation of English vocabulary. This support was very effective and the children made very good gains in their vocabulary. The speaking and listening skills of all children develop quickly because teachers and support staff constantly engage children in conversation. They ask questions, introduce new vocabulary and constantly ensure that children's understanding of new words is clear and pronunciation is correct. In all classes, children are encouraged to talk about what they are doing and to express their thoughts and feelings. For example, an activity in the nursery extended language skills as children drew a picture of a bus journey. The teacher asked, "Who will go on the bus with you? If the weather is like it is today, will you go to the beach and what will you do there?" Children talked about their family members, who would sit where on the bus and what they would take to eat as a result of this conversation.
92. In the Reception classes, the basic skills of writing are taught well. For example, a writing activity about baby owls was directed carefully by the teacher, who ensured that correct letter formation, the spaces between words, the use of simple punctuation and correct spelling, formed part of the lesson. The majority of the group wrote simple sentences, which they were able to read back to the teacher.
93. Reading skills are encouraged from a very early age, as children enjoy listening daily to stories in the Nursery. They sit quietly listening to the storyteller, and joining in with familiar words or phrases. Children are encouraged to take books home regularly to share with their family. Teachers make effective use of home-school reading diaries to share learning targets with parents, who make very regular comments in the books. This provides an effective communication link. In the Reception classes, higher attaining children read with increasing confidence and can recognise many words, such as 'scary', 'monster' and 'fair'. Most children make sound progress, are confident when reading and are developing good strategies to tackle unfamiliar words.

Mathematical development

94. This area of learning is taught well and, by the end of the Reception year, children reach the standards expected for their age and ability, with the most able exceeding the standard. All children make good progress and achieve well from when they first enter school. In the Nursery, children learn through practical activities about capacity and measurement. In the water tray, they learn that water can be transferred to different sizes of containers by using a funnel. The effective use of mathematical vocabulary by the learning support assistant encouraged the development of new language such as 'heavy', 'empty', 'full' and 'lighter'. Children learnt that containers full of water are much heavier and, when they are empty, they become lighter. In the reception classes, effective teaching in small focus groups ensures that the teacher is able to monitor and assess individual children as they learn new concepts. This effective assessment and monitoring ensures that teachers have a very clear picture of what children know, understand and can do. This information is then used to plan the next stage of learning and, as a result, children make good progress because activities are planned to build upon their previous knowledge and understanding. A good example of this was seen when a group of four children took part in a game involving the skills of estimation and prediction using a dice. Children were encouraged to predict what number they would roll on the dice and then estimate how many objects were in a container. Children with English as an additional language were given very effective support in this activity to extend their mathematical vocabulary and their understanding of the concept of estimation. The teacher, after assessing the activity, concluded that they fully understood the task because their skills at estimating numbers up to fifteen were quite accurate.

Knowledge and understanding of the world

95. Teachers provide rich learning experiences to ensure children make very good progress in their knowledge and understanding of the world. As a result of very good teaching and a wide variety of interesting and relevant activities, most children achieve above the standards expected. A particular strength is in the development of early science skills, because teachers use the outdoor environment particularly well to extend children's knowledge, skills and understanding. This provides a very firm base to later learning and is one factor in ensuring children make good progress in science throughout the school. Activities are very well planned to develop the skills of observation and recording. For example, the children extend their knowledge of the habitats of birds as they visit the school's wild area. Children go in small groups into the wild area, with binoculars and clipboards to observe birds in a natural habitat. They sit quietly to listen to bird song, trying to identify the birds. They show awe and wonder as a robin, as fascinated by the children as they are in him, perches nearby. Some children quickly try to sketch the bird, whilst others observe very quietly, noting the bird's red breast and bright eyes. Back in the classroom, children talk excitedly about their visit to the wild area and develop early recording skills as they draw and write about what they have just seen and heard. Teachers prepare these learning activities very carefully, making sure all children have the same experiences. They ensure that classroom assistants are used effectively, so small groups of children receive good support to learning. This was effectively demonstrated as a small group of pupils with special educational needs were very well supported in the outdoor activity and, as a result, they made very good progress in their skills of observation.
96. All children have frequent opportunities to use a good selection of construction equipment. Children are given good support to learn early computer skills. For

example, an assistant employed specifically to develop ICT skills throughout the school also works with Nursery and Reception children. Her time is used effectively to extend the children's skills in the use of the mouse to move images on the screen, or to use particular programs to support learning in other subjects.

Physical development

97. The teaching of physical development is good. Teachers provide many opportunities for children to handle construction equipment, use play dough to roll, cut and shape, to play in the sand tray and use scissors, paint brushes and crayons. In the Nursery, children use the outdoor space well. They line up and take turns to use the large climbing frame. They climb, balance and slide using good physical skills. Children use the apparatus carefully and are aware of their own safety and the safety of others. Children are constantly observed by adults during this activity, enabling them to explore and develop their physical skills in a safe, but challenging environment. A good selection of large wheeled toys is used skilfully by the children to negotiate a pathway around the playground. In the Reception classes, children change quickly and quietly for their physical education lesson in the hall. They show good personal skills of independence as they dress and undress themselves with little adult help. Very effective support is given to those children with special educational needs who need a little help to get ready. The teacher is sensitive to their needs, ensuring that those children who change quickly sit and read quietly whilst they wait for the others to get ready. In the hall, children listen carefully to the teacher's instructions as she gives an effective re-cap of the previous week's work. This focuses their attention well and they show good skills of recall as they recount what they did. When moving, children use the hall space safely. They know that they have to change directions quickly to avoid bumping into others as they move speedily from one colour cone to the other. Children learning English as an additional language know the routines very well and show good physical skills as they move in the hall. Very effective teaching of health-related aspects of physical exercise provides a firm basis for later learning about the working of the body. Teachers give children good opportunities for personal and social development as they work in pairs and small groups to complete tasks and activities.

Creative development

98. The teaching of creative development is good. Activities are well planned, resources are used effectively and support staff work with small groups, so that knowledge and skills are developed thoroughly. As a result, children make good progress and reach the expected standards by the end of the Reception year. Children are provided with an interesting curriculum and, in particular, have opportunities to experience a good variety of tools, materials and equipment. In the Nursery, children explore the smell and texture of paint as they mix shades of green with their fingers. A group of four children worked with a support assistant as she encouraged them to touch the paint. The support assistant used this as a good opportunity to focus on extending vocabulary as she asked, "What does the paint feel like? Is it smooth or sticky? What does the paint smell like?" She also used her hands to feel the paint and children enjoyed the experience of looking at their green hands. On another occasion, Nursery staff worked with two children at a time to extend both their skills of observation and vocabulary as children looked carefully at a daffodil before painting it. They introduced the specific vocabulary of 'stem', 'petals', 'yellow' and 'green' and constantly engaged the children in conversation. The children hold paint brushes correctly and choose the correct colour to represent the flower. They observe that the middle of the daffodil is orange, so carefully paint the centre of their flowers. Older children in the

Reception classes use colour well to represent their paintings of an owl. They use their fingers to paint the feathers of the owl, mixing the colours brown, black and white to represent the colouring of the owl.

ENGLISH

99. At the time of the previous inspection in 1996 standards were above average in Year 2 and also when they left the school at the end of Year 3. The school's intake has changed a lot since then, and pupils' attainment on entry is no longer so high. There are also far more pupils who are learning English as an additional language, many of whom come to school with little English.
100. There are now more pupils with special educational needs than previously. Staffing difficulties also affected pupils' learning at a crucial time last year. As a result, despite positive results over the past three years, and particularly in reading in 2000, the results in the national tests in 2001 in reading and writing were below the national average and below those achieved in similar schools. Unusually, boys' attainment was better than girls but for both genders the weaker skills were in writing.
101. The school has reacted strongly to this reversal in standards. It has rigorously analysed the reasons for the decline and set in place good systems and improved staffing and co-ordination of the subject to counter the negative trend.
102. Evidence from this inspection shows that these initiatives are having a positive effect and that standards are rising. In all aspects of language: speaking and listening, reading, and writing, standards are now in line with those expected for pupils in Year 2 and also in Year 4.
103. Pupils are given a secure start in the Foundation Stage to learning English. They listen well and can explain and question satisfactorily. There is a quiet confidence in their use of spoken English, although few pupils show extended performance skills, which reflects the lack of emphasis on drama in the curriculum. However, when reading aloud most read expressively and confidently. In Year 1, the highest attaining pupils are enthusiastic readers who decode the meanings of words accurately and with good expression. They are less secure in explaining what the story is about or being able to predict what might happen next. Some lack a wide range of strategies to help them to work out the meaning of a new word. The lowest attaining pupils in Year 1 have still very little knowledge of the names and sounds of letters and cannot read even simple words. By Year 2, the least able still have significant difficulties but make satisfactory progress and are on target to reach the expected level, with help. The early literacy strategies and additional literacy support, and the support for pupils learning English as an additional language, are providing this help to good effect. In Year 2, the more confident readers are already exceeding expected levels and are tackling quite demanding texts by such authors as J K Rowling and Jacqueline Wilson. In Year 3, reading has improved to average and, in the case of the most able, well above average. Year 4 already has pupils attaining the expected level for 11 year olds. This fact is a promising indicator of what is achievable by the time pupils reach the end of the primary phase in Year 6.
104. Pupils' writing skills are improving to meet the level expected for their age. Across the school, handwriting and general presentation of work are weak. However, there are many examples of high quality work even among the youngest pupils who are enthusiastic and sensitive writers. One Year 1 pupil wrote "*I am a brown, evil wolf I am off to steel (steal) jewls (jewels) and off to eat elephants.*" The technical

skills in the use of capitals, full stops, use of adjectives and connectives are emerging well. Incorrect spelling still happens but good approximations to the words are made.

105. In all classes the output of work is extensive. It is regularly marked and usually encouraging comments are made by teachers to help pupils improve. Not all of it is dated and some classes rely too much on work sheets. However, the National Literacy Strategy is well implemented and having a positive impact on standards. In Year 3 there is evidence of a more adventurous use of vocabulary and the ability to sustain ideas well. One pupil wrote, *“the great monster gave a loud snarl and raced forward. Pip could take no more. . His shaking, trembling, scared and petrified body raced and dashed and zoomed up the path.....”*. Creative writing practise like this is a valuable contributor to pupils’ spiritual, social and cultural development. Through the study of literature and through discussion, pupils address many moral dilemmas affecting characters in literature and in real life.
106. By Year 4, when supported by excellent teaching, pupils write haiku forms of poetry accurately and imaginatively, demonstrating a good understanding of rhythm, metre, alliteration, mood, and the use of contrast. Great creative effort went into writing from the perspective of an inanimate object in a Tudor kitchen, a very challenging task. It produced,
*“Hot fiery blaze
Devouring log by log
Swirling orange sparks”*
and
*“Splendid linen-fold
Servants dressing the monarch
Peasants in waiting”*.
107. More extended pieces of work are undertaken. The pop-up-book project produced some high quality work not only in the artistic and technical production but in the use of language, as in a storm-based story. *“A flash of light blue lightning streaked across the grey sky. Ear-splitting thunder spread across the gravel coloured clouds. Sheets of rain plummeted down from the heavens.”*
108. The very positive attitudes that pupils have to their work is typified by the end-of-story comments by one young author with a well developed sense of the audience for whom he was writing. *“Wow”! That was an experience” said Jack, but what he didn’t know is he still has the final challenge ahead of him ... (I hope you like my book. It took forever to write but I’m proud of it.)*
109. Not all the teaching is of sufficiently high quality to draw such positive responses but no unsatisfactory teaching was seen during the inspection. Of eight full lessons seen two were satisfactory, three were good, three were very good and one was excellent. This good teaching overall is having a positive impact on the learning, which is equally good overall.
110. Lessons are well planned and most are effectively delivered. The most effective reflect the confidence and enthusiasm of individual teachers. Strengths of the teaching include the positive relationships teachers have with pupils and the emphasis placed on pupils working hard and being kept on task to raise standards. This is true for pupils of all abilities and the very inclusive nature of the teaching is one of its major strengths. Teachers and support staff work very effectively to meet the needs of different groups of pupils across the school.

111. The subject is very well managed and the school benefits from the expertise and enthusiasm of the joint co-ordinators. Their rigorous approach to analysing weaknesses and providing strategies to improve standards are based on secure knowledge of the subject and a determination to succeed. Subject documentation and guidance are of high quality and increased checking on teaching quality is paying dividends. More evaluation of classroom practice needs to be undertaken to ensure parity of provision and learning experience for pupils in different classes in the same year group. However, the high level of professional dialogue and trust that exists, along with the strong backing of the school's senior management, places the subject in a very good position to move forward.
112. The promise of new buildings and resources, particularly the much needed library and ICT provision, is also indicative of the good capacity the school has to develop English in and across the curriculum and to raise the percentage of pupils achieving above the average, expected levels.

MATHEMATICS

113. Standards in mathematics are average in Year 2 and in Year 4, in all the aspects of mathematics studied – number, algebra and shape, space and measures. They are better than they were last year in the national tests and assessments for Year 2 pupils, when they were well below average, both nationally and compared with similar schools. The group of pupils taking the tests last year had experienced a number of changes of teacher and included a high proportion of summer-born pupils, who had experienced only one term in the Reception classes. These factors together meant that pupils did not achieve high enough standards. The school has taken care to analyse the weaknesses in pupils' performance last year and the teaching has been modified to overcome these weaknesses. As a result, teaching is better than it was and standards have improved accordingly. Although standards were higher at the time of the last inspection in 1996, there is now a much higher proportion of pupils learning English as an additional language and fewer children start school with the wealth of experience noted at the last inspection. The school is hardly the same one as that which was inspected almost six years ago.
114. Although boys did better than girls in last year's national tests, the inspection found no great differences between the standards they reach. Pupils learning English as an additional language and those who have special educational needs are supported well in lessons and helped to make good progress, so that they reach the standards of which they are capable.
115. In Year 2, most pupils can add and subtract numbers beyond ten and add money to 20p. They can sort two-digit numbers into tens and units. They measure in centimetres. For example, they measure the height of members of their family and correctly identify the tallest and the shortest. Pupils correctly identify things which weigh more or less than one kilogram and they put weights in order from one gram to 20 kilograms. They tell the time, including quarter-to and quarter-past the hour and they know the times at which various things happen during the day, for example when they get up, have breakfast, and so on. Their learning in school is supported by some good homework, which relates closely to what they are doing in school. For example, to help their survey of favourite foods in the class, pupils collect data on food eaten at the weekend. They go on to represent in a block graph the data they have gathered. Pupils are given appropriate opportunities to apply their mathematical skills and knowledge to real-life situations, for example as they work out shopping problems using their ability to add and subtract.

116. By the time they are in Year 4 most pupils know the addition and subtraction facts for numbers up to 20. They build on their understanding of weight and learn to convert grams to kilograms, showing, for example, that 6 300g is equal to 6.30 kg. Pupils use their knowledge of the multiplication tables as they multiply, for example, by 3, 6 and 9, and divide numbers with a remainder. They know what a fraction is and they work out fractions of shapes, such as a half and a quarter of a square. They understand place value in numbers involving thousands, hundreds, tens and units. They can identify angles which are greater than or less than 90 degrees and they find right angles around the room, for example on the door and tables. Pupils are familiar with some imperial as well as metric measures and know the rough equivalents of some, for example, that 1lb is about $\frac{1}{2}$ kg and one pint is just over $\frac{1}{2}$ litre.
117. The quality of teaching seen during the inspection was good overall and never less than satisfactory. Lessons are planned well, using national guidance, which ensures that what is taught to different classes in the same year group is similar. In the best lessons, teachers explain very carefully what pupils will be doing and *why* they will be doing it. This helps them have a good understanding of their own learning. It was seen, for example, in a Year 4 lesson on solving real-life problems, using restaurant menus, as the teacher stressed and ensured pupils understood why it is important to be able to solve mathematical problems in real life. The best teaching establishes good class control from the outset, so that pupils are quiet and attentive, try hard and feel confident in asking questions and offering answers. One of the main weaknesses of less successful lessons lies in class control, which is barely adequate, so that a few pupils do not pay attention well enough and do not work hard, but waste time and distract others from learning. Pupils from different minority ethnic groups, those learning English as an additional language and those who have special educational needs are all fully involved in lessons. They make good progress because work is carefully matched to their particular needs. Boys and girls play an equal part in whole-class discussions and demonstrations, and pupils appreciate, for example, that to be fair boys and girls must have equal opportunities to sit in the 'hot seat' and pose tables questions for the class. The best lessons are well-balanced. Good use is made of plenty of whole-class teaching and time is used well, so that there is a range of different activities, including group and individual work, to keep pupils interested. There are some good examples of the use of the plenary session at the end of lessons, when pupils come back together again as a class and talk about what they have done and what has been learned. However, these sessions are more often than not unsatisfactory because teachers do not allow enough time. The best lesson seen, in Year 4, made very good use of all the time allocated. It included a good period for the teacher and pupils to weigh up what had been learned, at the end.
118. Not enough use is made of ICT to support pupils' learning. There are some good examples of pupils' use of their mathematical skills in other subjects. For example, they use some of their number skills to devise time lines in history and they measure material to cut out and make their purses in design and technology.
119. The subject is managed well by two enthusiastic and energetic co-ordinators, who share the responsibility evenly. They have a good understanding of the strengths and weaknesses of the subject and contribute well to the raising of standards through their analysis of the strengths and weaknesses in pupils' attainment and their careful programme for checking on the quality of teaching.

SCIENCE

120. Standards in science have been maintained since the previous inspection. Pupils achieve well and standards are above average.
121. The quality of teaching in both the infants and juniors is satisfactory, but there are real strengths in the way investigative and recording skills are taught throughout the school. This is a major factor in the good achievement of pupils. A good range of learning opportunities is offered to pupils. For example, teachers make very effective use of the school grounds, in particular the wild area, to enable pupils to develop their observational skills. This is a particular feature of teaching and learning with younger pupils and ensures that basic skills are taught well. In lessons, pupils are encouraged to ask questions, predict what may happen and then use their skills of investigation to test their predictions. Teachers give good examples of how they expect work to be recorded. A good example of this was seen in Year 3 as pupils were shown how to record their observations on sources of light. This was effective in not only developing recording skills, but also enabled pupils to organise their thoughts and helped them to think about primary and reflected sources of light. Pupils were then given the opportunity to explore sources of light whilst working in small groups. The teacher used an interesting range of resources well in this lesson, which not only increased the pupils' enthusiasm for the task, but also extended their knowledge and understanding of light. Good opportunities were given for personal and social development as the pupils worked with a partner to pose questions, observe shadows made by torches and a projector, then record the results of their investigations. This was effective and the pupils worked well together. In this lesson, pupils with English as an additional language were fully included in all activities. The teacher monitored their responses to questions and this enabled her to assess their knowledge of the subject and their understanding of the task. This is a good feature of teaching throughout the school and ensures that pupils with English as an additional language make good progress.
122. In Year 4, current work on investigating the thermal properties of insulation has given good opportunities for pupils to build upon their existing skills of planning an experiment to test their hypothesis. A weakness in teaching throughout the school is how information and communication skills are used to support learning in science, but in Year 4, effective examples of the use of sensing equipment linked to the computer has resulted in good learning opportunities in both ICT and in numeracy skills. For example, sensing equipment measured the temperature every fifteen minutes, which pupils were able to record and interpret using a variety of graphs. Examples of the effective use of information and communication technology are sometimes seen in science lessons, but teachers do not plan these consistently enough because computer resources are inadequate. The quality of marking in pupils' books is inconsistent and could be improved. Work is often just marked with a tick and pupils are not given enough clear information about what they do well how they could extend and further develop their work.
123. Pupils who have special educational needs are given good support during independent or group activities in lessons, but teachers do not plan in a consistent way to provide learning activities for all groups of pupils. This means that sometimes, work-sheet activities cannot be followed independently by those pupils with English as an additional language or those who have weak reading skills. The science curriculum makes a sound contribution to the personal, spiritual, moral and social development of the pupils. All pupils have the opportunity to appreciate the beauty and wonder of the natural world in their studies involving work outdoors.

124. The leadership and management of the subject are good. Assessment is a developing area at the moment following the introduction of new national guidance and new procedures introduced by the school. This new development will eventually enable teachers to track the performance of individual pupils so progress from year to year can be analysed. The co-ordinator does not have a planned programme of monitoring the quality of teaching or pupils' work throughout the school, but she does this well in practice, particularly in her questions to groups of pupils to discover what they know, understand and can do. This helps her to have a clear view of how well pupils are learning. The school's outdoor accommodation is used particularly well to develop and extend learning in science.
125. The co-ordinator ensures that a rich science curriculum is offered to pupils, for example visits to the Planetarium and the Science Museum have not only been enjoyable for the pupils taking part, but have increased their knowledge and understanding of the subject. A recent science week held by the school not only ensured all pupils were involved in interesting activities, but also gave pupils chance to work with a female scientist and dentist, thereby providing positive gender images.

ART AND DESIGN

126. By the end of Years 2 and 4, the standards reached by pupils are above average and pupils make good progress as they move through the school. Standards in art and design have improved since the previous inspection. Pupils now have a greater understanding of the work of some famous artists and are now better at appraising and comparing different forms of art. Standards are better because the quality of teaching has improved, particularly in the teaching of basic art and design skills. The school uses the wider community effectively to increase the pupils' knowledge and appreciation of the work of artists, for example good work in printing was produced after pupils visited a local museum to look at the work of William Morris.
127. The quality of teaching throughout the school is good. Although only three lessons were observed, the quality of art on display in classrooms and shared areas, and the good examples of work gathered by the subject co-ordinator, indicates that skills are now taught in a progressive way. Drawing, painting and printing skills have developed well by the end of Year 2 and have shown good improvement by the end of Year 4. Pupils receive a broad and balanced art curriculum and teachers make effective links with other subjects where this is possible. A good example of this is in Year 3, where the art and design of Ancient Egypt is being used as a stimulus to extend the skills of mixing colours and working in shades and tones of colour. In discussion, pupils talk about their appreciation of Ancient Egyptian art and are intrigued that only natural materials could be used at that time to make colour pigment. They compare those colours to the rich and diverse colours that can be used today with the use of synthetic pigments. Whilst teachers do make some use of ICT to support pupils' learning in art, this is not a strong feature. However, some effective use of the Internet is evident when pupils have looked at the work of Andy Goldsworthy and Vincent Van Gogh.
128. Pupils who have special educational needs are well supported in lessons and they benefit from the effective demonstration of skills given by teachers. For example, they watch attentively as they are shown how to mix tones of colour and learn that "red is a very strong colour so you only need a small dab...remember to use it very sparingly". Their work later shows that this lesson has been effective and they do use strong colours, such as red and blue, in a careful way. Pupils who have English as an additional language make equally good progress in their skills, knowledge and

understanding. The school celebrates the multicultural nature of the school by including art from other cultures. For example, pupils have used their good printing skills to represent the designs on Indian saris.

129. Leadership and management of the subject are good. The subject co-ordinator monitors teachers' planning to ensure that skills are taught progressively and to check that all elements of the curriculum are fully covered. A good portfolio of work enables her to monitor the work of all pupils in the school. She makes effective use of this to keep examples of work for future reference and to lead staff training when needed. The school makes good use of the local and wider community to extend pupils' knowledge and understanding of art, for example all pupils visit an art gallery and local museums to view the work of famous artists.

DESIGN AND TECHNOLOGY

130. Standards in Years 2 and 4 are average. They are not as good by the age of seven as they were at the time of the last inspection. This is because the school has concentrated its efforts on the core subjects, especially English and mathematics, since the last inspection, in line with national guidance. There are no great differences in standards between boys and girls, those learning English as an additional language and those who have special educational needs. As no design and technology lessons were seen during the inspection, judgements are based on an analysis of pupils' work, discussions with staff and the examination of teachers' planning.
131. Throughout the school, teachers place an appropriate emphasis on helping pupils to understand the real-life uses of design and technology and how it links with other subjects. As part of their study of things with moving parts, pupils in Year 2 plan how to make hinges so that the doors on the houses they make will open and close. Their work in design and technology is well planned so that it links with what they are learning in history. For example, they make a lamp for Florence Nightingale, with a transparent window for the light to shine through, a carrying handle and a hinged door. In Year 4, pupils design and make pop-up pages to illustrate stories. They know what a pivot is and make appropriate use of pivots in their designs. They thoughtfully evaluate their work, considering, for example, what worked well, what was not so good and what they could have done to make things better. There are good links with science, for example as pupils learn about electrical appliances and how lights are designed and made with the particular needs of the user in mind. They learn that products need to be designed with a purpose, to meet a need and to please the people they are made for.
132. Design and technology is satisfactorily managed. The school makes good use of national guidance and teachers' planning is carefully checked by the subject co-ordinator to see that pupils build progressively on their skills and understanding as they move through the school. Samples of pupils' work are regularly checked, so that the co-ordinator can keep a careful eye on standards. There is, however, no programme for systematically checking on the quality of teaching. The co-ordinator has rightly identified the main priorities for the subject. These are to ensure that resources are made available to meet increasing demands as the school develops gradually from a first to a primary school, and to arrange for staff training, also to meet the increasing demands as a result of re-organisation.

GEOGRAPHY

133. No geography lessons were seen during the inspection, so judgements have been made from the scrutiny of work in books, current work in classrooms and from discussions with teachers. These show that standards are average. This represents a satisfactory improvement since the previous inspection, when standards were found to be below average. The school now plans work, following national guidance, so that pupils make sound progress in their knowledge, skills and understanding of geography as they move through the school. The school makes effective use of its locality and this increases the pupils' knowledge of their own area and extends their skills in map reading.
134. The quality of teaching is satisfactory. The strength of the teaching is the way fieldwork techniques are used to extend knowledge and understanding of the local area. Younger pupils in Year 1 show good understanding of how to use maps to plot their way to school from home. This was given as a homework exercise, which teachers then used well to extend the geographical skills of using maps to locate familiar streets and shops. Effective use was made of aerial photographs to enable pupils to work in a different scale. The curriculum is also enriched by visits to local museums. For example Year 2 pupils learnt that lavender used to grow in the local area, but this had to be stopped because of the increase in housing development. By Year 4, pupils draw sketch maps to show land use in Morden, using keys and colour codes to show symbols and features. Map reference skills using a grid have been used to locate landmarks.
135. Weaknesses in the teaching are inconsistencies in the way teachers prepare and present lessons, in their expectations of what pupils can do and in the way work is marked. These are particularly evident in Years 3 and Years 4. For example, in Year 3, pupils' work is of a better standard in one class because they have been given more challenging work to extend their knowledge of a village in India. The work has been better organised and shows good evidence of the use of sound research experiences to extend geographical skills. In Year 4, one class shows evidence of the sound teaching of map skills using different scales, but there is very little evidence to support this in another class. Teachers use ICT to some extent. For example, the Internet is used to obtain maps of Africa, but the use of technology to support learning is a weakness. The quality of marking is inconsistent throughout the school. Some teachers use marking as a useful guide to development, whilst the work of some pupils has not been marked at all. As a result of these inconsistencies, whilst the progress of all pupils is at least sound, in some classes pupils make better progress than in others.
136. The co-ordinator is a recent appointment and has not yet had sufficient opportunity to get a clear view of the quality of pupils' work or had any opportunity to monitor the quality of teaching. The co-ordinator does monitor the planning of work and has begun a portfolio of pupils' work. Currently, the leadership and management of geography in the school are satisfactory, but with weaknesses in the monitoring of both teaching and learning to ensure pupils throughout the school receive equal learning opportunities.

HISTORY

137. Standards in history are above average in Years 2 and 4. This is a similar picture to that at the time of the last inspection. There are no significant differences in standards between boys and girls or between the different ethnic and language groups. Pupils with special educational needs are helped to have full access to the history curriculum, with the result that they make good progress.

138. In Year 2, pupils know a lot about the Great Fire of London, more than most pupils of their age. They know that it happened when King Charles II reigned and that it is believed to have started in a baker's shop in Pudding Lane. They understand why the fire spread so quickly, because houses were made mainly of easily combustible materials and they were built very close together. Pupils can explain clearly and enthusiastically how the spread of the fire was checked when the king authorised the blowing up of some of the houses in its path. They know that our knowledge of the Great Fire comes from the diaries of Samuel Pepys. In Year 4, pupils are enthusiastic and knowledgeable, for example about the Tudors. They know that Henry VIII was an important Tudor king and that he had six wives. They know that he was succeeded by his son Edward VI and then by his daughters Mary and Elizabeth. Pupils are also knowledgeable about much later periods in history, such as World War II. They know that it started in September 1939. They know the main countries involved and which side they were on. Pupils understand how the war affected families. They know that many children were evacuated and that food was rationed, and they understand why these things were necessary. Pupils' knowledge and understanding of the war is brought alive by a very worthwhile visit to the Imperial War Museum. They understand how the war changed the roles of women and that many took on traditionally male roles, such as farm workers and fire fighters because most men were away at war. They know that this changed family life.
139. Although few history lessons were seen during the inspection, it is clear from the analysis of pupils' work and through discussions with them that the quality of teaching is good, generating an enthusiasm for history and leading to high standards of work. Visits to places of historical interest and visitors, such as the 'Roman soldier' help bring history alive. Attractive displays make a good contribution to pupils' learning and interest, for example in Year 4, where some of the contents to be found in a Tudor kitchen, including a spit for roasting meat, are imaginatively displayed.
140. History is temporarily co-ordinated by the headteacher, who keeps an eye on standards through working alongside teachers and pupils in classes. She has rightly identified the need to introduce a more rigorous system for checking on teaching, the progress pupils make and the standards they achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. By the end of Year 2, the standards reached by pupils are average. By the end of Year 4, standards are below average. This is directly related to a lack of resources for teaching and learning ICT. All classes currently have one computer, but for older pupils this means that, as they learn more complex skills, they do not have enough opportunities to practise their new skills regularly, and this is having a negative effect on standards. All pupils do make sound progress in their knowledge, skills and understanding of ICT. Teaching is satisfactory and in some cases it is good when the teacher has secure subject knowledge. The pupils' use of ICT was a key issue for the school to develop after the previous inspection. The school has been only partially successful in this.
142. Standards are not as good in the juniors as those found at the last inspection but, as standards and expectations have risen considerably since then, direct comparisons can not be made. The school has made some progress in the use of computers to support learning in other subjects. Where teachers do use computers to support pupils' learning, this is done well. For example, good use was made in a science investigation activity on thermal insulation in one Year 4 class. However, because

there are currently insufficient resources, planning worthwhile activities to support learning in all subjects is made more difficult. The school is now in a good position to make improvements quickly, however, because a new subject co-ordinator has been appointed, there is a draft policy and scheme of work under staff consultation and a computer suite will shortly be commissioned as part of the new building extension. All of these initiatives should see standards improve quickly.

143. The quality of teaching is satisfactory overall and occasionally it is very good. The teachers have improved their own subject knowledge through training, but there are still some areas for improvement, which have been highlighted for further staff training. The new subject co-ordinator has identified these areas by effective analysis of staff evaluation forms. However, all staff are agreed that to undertake training on computers and software that are due to be replaced would not be an effective use of either time or resources. Teachers are enthusiastic in lessons and, when possible, make effective links with other subjects. For example, a mathematics lesson in Year 1 provided pupils with the opportunity to use the computer to show a bar graph, a pictogram and a tally chart. This supported learning in data handling well. In Year 3, the teacher consolidated learning about the Internet by giving direct-skills teaching of how to use the address book when sending e-mail. She coped well with the disappointment of the pupils as some of their messages were returned, and used this as a positive learning opportunity to ensure pupils fully understood the need for accuracy when logging an address. Some very effective teaching in Year 4 enabled pupils to learn how to use decision trees. Pupils were attentive and very interested, but just had to watch the teacher demonstrate this activity, as, with only one computer, they were not able to practise this skill themselves. Pupils have a good grasp of the knowledge of procedures, but do not have enough opportunity to practise and refine their skills.
144. Leadership and management of the subject are satisfactory. The subject co-ordinator is a recent appointment, but he does have a clear grasp of the strengths and weaknesses of the subject and has the necessary expertise to develop the subject quickly once new resources are in place.

MUSIC

145. Standards are average and pupils enjoy their music-making activities. Class music is enhanced by the opportunity for pupils to learn recorder and violin, but there is scope for further development in this area. Pupils sing tunefully in assemblies, observing the pitch and rhythm of the songs, and articulating the words well. They have a small repertoire of assembly songs, and are constantly learning new ones. Their attention to, and appreciation of, the music played in assembly is inclined to waver, and at times they talk. In lessons, the younger pupils listen to and appreciate orchestral music, on the theme of a river. They reflect on the music and express how it makes them feel. Overall, however, not enough is made of the opportunities for spiritual development which can come through listening to music. They make body sounds to imitate thunder, rain, sun, wind and lightning and can put these body sounds together with instrumental sounds to form an orchestrated whole class composition, on the theme of weather. They know a small range of songs, which they sing tunefully and rhythmically.
146. Older pupils clap their own and Tudor names, and copy patterns clapped by the teacher. They echo a tune sung by the teacher and lead an echo song themselves for the rest of the class to sing. They sing sweetly and with good pitch, but do not vary the dynamics to make the song softer or louder.

147. They have a small repertoire of songs, including folk and modern songs, which they sing to the accompaniment of the teacher's guitar. They readily use musical terms such as 'pentatonic', 'pizzicato' and 'ostinato' in the right context. Year 4 pupils sing Tudor songs and reflect on the music for the dances of Henry VIII, commenting that "It feels as though you've travelled back in a time machine to the Tudor times and that you're guests in Henry VIII's palace."
148. The quality of teaching in the lessons observed was satisfactory and sometimes better. Teachers have good musical knowledge, have excellent musical skills and enjoy teaching.
149. Lessons are well planned from the scheme of work that the school has adopted, and cover all aspects of singing, composing and performing music.
150. There are three recorder groups, of which two are led by parents. Pupils in these groups are making good progress in learning to play the instrument and in reading music.
151. Recently a small number of pupils have started to learn the violin, and the good teaching is giving them an enthusiasm for the instrument and a developing range of technical skills. There are, at present, no ensemble groups.
152. Pupils have the opportunity every year to perform in concerts for parents, such as 'The Hopeless Camel' and 'The Grumpy Sheep' and there are other opportunities when each class prepares its own composition to show to other classes, the whole school or parents.
153. The recently appointed co-ordinator gives advice to non-specialist staff and checks their planning, so that all can participate in teaching music successfully.
154. There has been a satisfactory improvement in music since the last inspection. Teachers are given more guidance to help plan their lessons. The co-ordinator has checked planning of lessons but is not sufficiently involved yet in improving teaching and learning or in raising standards, particularly in providing more challenging opportunities for music-making for older or more able pupils, in instrumental and ensemble work.

PHYSICAL EDUCATION

155. Standards in physical education are average in Years 2 and 4. This is similar to the picture at the time of the last inspection. Although only gymnastics and games lessons were seen during the inspection, the school plans for the full range of the physical education curriculum, including swimming and outdoor and adventurous activities. The subject is enhanced well by the provision of a good range of activities offered outside lessons, including football, tennis and folk dancing. The parents' association and local sporting clubs make an important contribution to developing pupils' skills. For the first time, this year the oldest pupils will have the opportunity to take part in a residential trip, and there are good plans to provide athletics activities and a more competitive sports day for the older pupils. There is an exciting project involving the development of a multi-sports facility, which the school will share with a local church.

156. In Year 2, the teaching of gymnastics seen was good and it promoted good learning. A particular strength was the way in which pupils with special educational needs were supported and enabled to play a full part in the lesson, joining in with those who were physically more able and achieving well. Pupils worked hard and tried to improve their performance as they travelled round the hall, starting and finishing their movements with a balance. They worked with body control and physical skill similar to that usually found at this age. The teacher gave them good opportunities to behave sensibly and responsibly as they put the mats away at the end of the lesson, and they responded appropriately, co-operating together well.
157. The teaching was less secure in a Year 4 gymnastics lesson. As a result, learning was not as good. Tennis skills were being developed, as pupils practised throwing and catching a tennis ball over an improvised 'net'. Although pupils worked reasonably hard and tried to improve, their learning was not as good as it could have been. The teacher missed some opportunities to pick out examples of good performance, which could have been demonstrated to the rest of the class, encouraging them to try harder and improve their own performance. Most pupils had ball handling and control skills similar to those usually found at this age, but they could have been better. There were no great differences in the skills achieved by boys and girls, or those from different ethnic and language groups. Pupils with special educational needs played a full part and achieved as well as their peers.
158. Physical education is satisfactorily managed by an enthusiastic co-ordinator, who keeps a careful watch on what teachers plan to teach and on their evaluations of lessons taught. There is a good action plan, identifying appropriate priorities for development, such as more opportunities for athletics for the older pupils. There is, as yet, no systematic checking on the quality of teaching.

RELIGIOUS EDUCATION

159. In Years 2 and 4, standards are average and they meet the expectations of the locally agreed syllabus for religious education. However, they are not as high as they were at the time of the last inspection. This is not surprising, as the school population is very different, particularly the very high proportion of pupils learning English as an additional language.
160. In Year 2, pupils learn about the six main world religions; Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. They learn about some of the prayer rituals of the different religions, for example Islam. They know that Moses is a key figure in Judaism and they are familiar with the story of Moses in the bulrushes. They know that, in the Jewish and Christian religions, Moses was given the Ten Commandments by God. Pupils learn about the Easter story and know that Christians believe that Jesus was crucified and rose again from the dead.
161. In Year 4, there is a marked difference in standards between the two classes. Although teachers plan together to cover the same ground, in practice the diet in one class is much richer than the other. This is because in one class the focus is too narrow, so that pupils know a lot about one religion in particular, but not enough about other religions. Where the teaching is good and ensures good coverage of the syllabus, pupils talk with confidence, enthusiasm and understanding about a range of different religions, as expected for their age. They know that different religions have their own sacred texts, that the Bible is the sacred book of Christianity, for example, and that the Torah contains the sacred writings of Judaism. They know about the role of symbolism in religion and can say, for instance, that the Cross is an important

symbol for Christians, and they know why this is so. Pupils know that, unlike Christians, Muslims and Jews, Hindus worship many gods. They know that there are special places for worship and that, in many faiths, prayer also takes place in the home. Pupils have visited a synagogue.

162. The teaching seen during the inspection, in Year 1, was satisfactory. The analysis of teachers' planning, discussions with pupils and the scrutiny of pupils' work in all classes shows that this is a true reflection of the overall quality of teaching. There are both strengths and weaknesses. For example, there is some good subject knowledge on the part of teachers, stimulating good levels of interest among pupils and promoting good learning. This is seen, for example, in a Year 4 class. But there is also a narrowness of the curriculum in some classes, referred to above, and some weak class control, for example in a Year 1 lesson on religious ceremonies.
163. The subject makes a good contribution to pupils' personal development. Through the study of a range of different faiths, pupils gradually develop their understanding of and respect for other people's beliefs, values and customs.
164. Co-ordination of religious education is temporarily in the hands of the headteacher. Although she checks teachers' planning to see that the agreed syllabus is being followed, she has not done enough to see that what is actually being taught reflects what has been planned. She is aware that, if time is limited, in some classes it is religious education which suffers, leading to patchy coverage of the subject.