

INSPECTION REPORT

BEAUMONT PRIMARY SCHOOL

Purley

LEA area: Croydon

Unique reference number: 101756

Headteacher: Mrs L Harvey

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 2 – 4 December 2002

Inspection number: 246146

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Old Lodge Lane
Purley
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Appropriate authority: The governing body

Name of chair of governors: Mr R Wragg

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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21079	Mrs L Woods	Registered inspector	Foundation Stage	What sort of school is it?
			Educational inclusion	How high are standards?
			Information and communication technology	How well are pupils taught?
			Music	How well is the school led and managed?
				What should the school do to improve further?
9614	Mrs C Webb	Lay inspector		Attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
25925	Mrs E Pacey	Team inspector	English	How good are curricular and other opportunities offered to pupils?
			Art and design	
			Design and technology	
			Religious education	
32197	Mr M Dukes	Team inspector	Special educational needs	
			English as an additional language	
			Mathematics	
			Science	
			Geography	
			History	
			Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beaumont Primary School is situated in Purley, to the south of Croydon, on a large, attractive site. There are currently 124 boys and girls on roll, between the ages of four and eleven, which makes it smaller than most primary schools. The balance between boys and girls in each year varies significantly; boys outnumbered girls in Year 6 in 2002, and girls currently outnumber boys in this year group. Additionally, pupil mobility means that nearly a quarter of the school's population changed last year. Most pupils live locally, although increasingly parents are travelling to let their children attend this popular school. Twenty-nine pupils, almost a quarter of the school, are known to be eligible for free school meals, which is above the national average. Pupils come from a wide range of social and cultural backgrounds, with a higher proportion than found in most schools from homes where the main language spoken is not English. These pupils, however, are almost all completely fluent in English, and have no difficulty in taking a full part in the life of the school and in lessons. None are at early stages of learning English. Eighteen pupils, one in seven, are on the school's register for special educational needs, which is below the national average. Although none has a statement of special educational need, the school copes well with a number of pupils with particularly difficult behaviour. Pupils' attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils enter with average standards, although there are weaknesses in their level of independence, and in their ability to speak clearly. They make good progress, and standards overall are on course to be above average, particularly in English, by the time pupils leave the school, at eleven. The school also achieves high standards in information and communication technology, art and design and music throughout the school. Teaching is good, with one in three lessons seen during the inspection being very good or excellent. This is great credit to the teachers, almost all of whom are new to the school this term. The school is led well by the headteacher, and she has the full confidence of teachers and governors. The school has recently gained Investors in People status, and has a warm, friendly atmosphere in which all are valued. All staff work very hard for the benefit of the pupils, but development has been hampered as a result of the school's problems in recruiting teachers. Despite a very high pupil income and expenditure, the school gives satisfactory value for money.

What the school does well

- Provision for children in reception is very good.
- Standards in English, art and design, information and communication technology and music are good throughout the school.
- Teaching in music is exemplary.
- The partnership between teachers and their assistants is very good, and teaching assistants make a significant contribution to the quality of learning in the school.
- Good assessment in English, mathematics and science enables the school to establish clearly the value it adds in these subjects.
- The headteacher has a very clear vision for the development of the school.
- The information which the school provides for parents is very good.

What could be improved

- Some aspects of the curriculum should be refined, and assessment of pupils' progress should be strengthened.
- The management structure needs developing to meet the needs of the school.
- The behaviour management policy should be applied consistently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues raised at the last inspection in January 1998, although it has been hampered in its efforts by difficulties in recruiting staff. It has been particularly successful in improving provision for the youngest children, and the work in the Foundation Stage is a strength of the school. Standards in information and communication technology have improved from unsatisfactory to above expectations. Standards in design and technology and geography have also improved, but not to the same extent. Assessment in English, mathematics and science is now good, and gives the school a clear picture of the attainment and progress of individual pupils as they move through the school. Assessment in other subjects, however, remains an area for development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	B	A
mathematics	D	B	D	C
science	D	C	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that standards in the national tests for eleven-year-olds were above average in English and well above average in science, although below average in mathematics compared with all schools nationally. Compared with similar schools, based on the percentage known to be eligible for free school meals, standards in English and science were well above average, and average in mathematics. Interpretation of the school's results and trends over time in standards, however, needs to be cautious, because the small number of pupils in each year group means that each individual represents around six percentage points. Of much greater importance are the school's good systems for monitoring and assessing pupils' individual progress and standards in English, mathematics and science. These show clearly the progress made during pupils' time in the school, which last year was very good in English and science, and good in mathematics. These systems also allow the school to set challenging but realistic targets for attainment in the national tests each year, which it meets successfully.

In the 2002 national tests for seven-year-olds, standards were below the national average in reading, average in writing and above average in mathematics. Compared with similar schools, standards were above average in reading and writing, and well above average in mathematics. As in the tests in Year 6, however, comparisons are unreliable, as a result of small year groups.

Inspection findings show that standards in English are above average throughout the school. In mathematics and science, standards are currently average, and on course to be above average by the end of the year. Standards in art and design, information and communication technology and music are above expectations, and standards meet expectations in all other subjects. In reception, children's attainment in communication, language and literacy and mathematical development is above expectations for their age. Attainment in the other areas of learning meets expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of pupils enjoy school, are interested in their work and try hard to please their teachers.
Behaviour, in and out of classrooms	Satisfactory overall. The majority of pupils behave well, but unsatisfactory behaviour from a significant minority mars learning in some lessons.
Personal development and relationships	Good overall. Relationships are good. Pupils enjoy taking responsibilities and are conscientious in carrying them out.
Attendance	Satisfactory. Most pupils arrive promptly in the morning.

Attendance percentages are adversely affected by a small number of pupils whose attendance is poor, and by term-time holidays.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	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.

Teaching is good overall, which is a credit to the current staff, most of whom are new to the school this term. Teaching in reception is consistently very good. Both the teacher and her assistant have a very good understanding of the needs of young children, and provide a lively, stimulating environment in which children make good progress. Teaching in music is also very good, from an enthusiastic and talented specialist. Teaching is good in English and sound in mathematics. National strategies have been adopted fully; literacy and numeracy skills are taught well throughout the school, with work matched well to pupils' abilities, and they make good progress as a result. Teaching assistants make an invaluable contribution in these and other lessons, working closely with individuals and groups of pupils to ensure they understand what they are doing and work hard to complete their tasks. They also provide effective support in assessing pupils' achievements. A small number of lessons were unsatisfactory, mainly because teachers did not implement the good behaviour management policy, so that the behaviour of a small minority of pupils was allowed to slow the pace of learning for the majority.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. All requirements are met. The curriculum is broad, but some subjects do not receive sufficient emphasis. The curriculum in reception is very good.
Provision for pupils with special educational needs	Good. Provision is managed well, and pupils are supported effectively in lessons, making good progress as a result.
Provision for pupils with English as an additional language	Good. Most of these pupils have no difficulty in taking a full part in lessons, and they make good progress. Teachers take care to ensure they understand vocabulary which is specific to different subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision is good for pupils' social and cultural development, and sound for their moral and spiritual development. The newly elected school council takes its responsibilities very seriously, and older pupils enjoy caring for younger ones.
How well the school cares for its pupils	Satisfactory overall. Attendance procedures, and assessment in English, mathematics and science are good.

Partnership with parents is satisfactory overall. The school does all it can to involve them in its life and work, and provides them with very good quality information. However, the school is often disappointed in parents' response, for example in take-up of extra-curricular activities. Provision for children in reception is a strength of the school. A wide range of visits and visitors enhances the quality of learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. Leadership is good. The headteacher leads the school with vision and determination, and the lower school team manager provides invaluable support. Management overall, however, has been affected adversely by staff changes, resulting in a heavy workload for the headteacher.
How well the governors fulfil their responsibilities	Good. Governors bring a good degree of expertise to the school and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good overall. The school has a clear picture of its strengths and where development is needed.
The strategic use of resources	Good. The school has a very high income but uses its resources, including specific grants, well for the benefit of its pupils.

The school has sufficient teachers, who are very ably supported by experienced teaching assistants. The caretaker is an invaluable asset. Accommodation is good, and is effectively enhanced by extensive, colourful displays of photographs and pupils' work. Resources are satisfactory overall, and good for reception, information and communication technology and music. The school applies the principles of best value well to all its decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Seven parents attended the meeting with inspectors, and 39 per cent of parents returned questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school, behave well and are making good progress.• Teaching is good and children are becoming mature and responsible.• Parents feel comfortable about approaching the school.	<ul style="list-style-type: none">• Some parents are not happy with the amount of homework provided.• Some do not feel the school works closely with them and they are not well informed about their children's progress.• Parents are not happy about the range of extra-curricular activities.

Inspectors fully support parents' positive views. Appropriate homework is set, but inspectors agree that the timing of this for pupils in the same year group in different classes could be made clearer to parents. Inspectors do not support the view that the school does not keep parents well informed; the quality of information provided is very good. The school provides a wide and interesting range of visits and visitors, but attempts to improve the range of extra-curricular clubs have foundered through lack of support from pupils and parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. All children join the reception class full-time in September, with a sensible lead-in time of four weeks, which allows them to settle well. Most have attended pre-school provision, and their attainment on entry is average. However, there are weaknesses in some important areas, particularly in the level of independence they show, and in the clarity of their speech. As a result of very good teaching, children make good progress. Their attainment in communication, language and literacy and mathematical development is above expectations for their age. In other areas of learning, attainment meets expectations for their age, and is on course to be above expectations by the end of the year as a result of the stimulating and rich range of experiences they are given.
2. In the 2002 national tests for seven-year-olds, attainment in reading was below the national average overall, although the proportion of pupils reaching the higher Level 3 was above average. Compared with similar schools, reading standards were above average. In writing, attainment was average compared with the national picture, and above average compared with similar schools. Standards in mathematics were above average against the national picture, and well above the performance in similar schools. Teacher assessment of standards in science indicated all pupils reaching the expected Level 2, with a third reaching the higher Level 3.
3. However, the small number of pupils in each year group means that such comparisons need to be treated with caution, as the percentage of pupils identified as having special educational needs each year can vary significantly. In the 2002 tests, for example, each individual represented more than six percentage points. Additionally, analysis of trends over time is equally unreliable. Inspection evidence shows that attainment is above average in English, and is average in mathematics and science for current Year 2 pupils, at this stage in the year.
4. In the 2002 national tests for eleven-year-olds, standards in English were above the national average and in science were well above average. Standards in mathematics, however, were below the national average. When compared with similar schools, attainment in English and science was well above average, and was average in mathematics. As in the seven-year-old tests, figures and trends need cautious evaluation; with 17 pupils taking the tests, each individual represents nearly six per cent. However, looking at these results in relation to the same pupils taking the seven-year-old tests in 1998, the value added was well above average in English and science, and was above average in mathematics, which is a very good picture. Through effective assessment in English, mathematics and science, the school has a detailed picture of the attainment and progress of each individual. This enables it to set challenging, but achievable targets for attainment in national tests each year. Inspection evidence shows that, as in Year 2, attainment in English is above average. In mathematics and science, standards are average for current Year 6 pupils, and on course to be above average by the end of the year.
5. Standards overall have improved since the last inspection. Throughout the school, standards in art and design, information and communication technology (ICT) and music are above expectations for pupils' ages. This represents a significant improvement in ICT since the last inspection, when standards were below expectations.

In all other subjects, attainment meets national expectations, although elements of design and technology are under-developed.

6. Pupils with special educational needs make good progress as a result of effective support provided by teachers and teaching assistants. Records of pupils' progress towards the targets in their individual education plans show that both boys and girls are making good progress across the school. Their targets are fully or largely met by the time they are due to be reviewed. The school has begun to compare the attainment of minority ethnic pupils and those who speak English as an additional language with that of the other pupils. Inspection findings show that the attainment of these pupils, overall, is of a roughly similar level to other pupils and in many cases higher.

Pupils' attitudes, values and personal development

7. The school continues to instil in pupils the positive values and attitudes towards their learning noted at the last inspection, and parents are generally pleased with the results. Children and pupils like coming to school and the majority are waiting for the doors to open in the mornings. Although the attendance percentage appears unsatisfactory at 91.6 per cent, the small number of pupils in the school makes each absence a significant percentage figure. Attendance is adversely affected by the many absences of two pupils and in part due to holidays taken during term time. The unauthorised absence rate is below the national average.
8. Registration provides a purposeful start to the school day. The majority of pupils are interested in their lessons and want to learn. They concentrate well and work hard to complete their tasks. However, the immature attitudes and silly behaviour of a significant minority disrupt some lessons and limit the learning of their peers. Every effort is made to include all pupils, whatever their educational or other needs, in lessons, although in some of them, teachers do not control or contain these pupils consistently. Relationships with adults and amongst pupils are good overall. The caretaker, as the only male member of staff, is a popular figure and provides a valuable role model for the boys to copy. During the whole school 'Songs of Praise' assembly, for example, he sat with a small group, maintaining their concentration and interest very effectively. In other assemblies, however, a small number of pupils did not concentrate and some quiet conversation and giggling occurred, to the detriment of others who wanted to reflect. Lunchtime is a sociable occasion, contributing positively to pupils' good social development.
9. Behaviour at school is satisfactory overall, and the majority of pupils behave well. Pupils know and understand the school rules and teachers' expectations. Rewards both for attitude and achievement vary between classes; 'reward tickets' are very popular, and younger pupils proudly display any stickers they are given. Assemblies celebrate success in many spheres. Pupils usually perceive sanctions as fair, but these vary according to the teacher. There have been no exclusions in the past year.
10. Outside in both playgrounds, energetic ball games take place and pupils take these seriously. Although supervisors are very watchful, they do not always immediately see when inappropriate behaviour, such as pushing and shoving, takes place. Once alerted, they deal with such incidents competently, and calm is restored.
11. Pupils' personal development is good. Children settle happily into the reception class and quickly learn right from wrong. They want to please their teachers and work hard at any task set. They share most of the equipment amicably and enter into the spirit of their role-play as doctors in the animal hospital with great gusto, flourishing syringes in

the air before plunging them into the rabbits! From the time they arrive at school, pupils are given responsibilities, and the majority carry these out well. The youngest are proud to take the registers back to the office. However, from what was seen, pupils are not given enough responsibility nor are they sufficiently encouraged to take the initiative. Representatives on the school council are proud to have been elected and look forward to discussing and influencing matters at school. Discussions in 'Circle Time' sessions, such as the one on how individuals could make their class a nice place to be in Class 2, elicit some sensible ideas.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good overall, which is a credit to the staff, almost all of whom have only been in the school since September. During the inspection, teaching was very good in a third of lessons, with one excellent lesson being seen. Very nearly a third more was good, and most of the remainder were satisfactory. In the small number of unsatisfactory lessons, the behaviour of a minority of pupils adversely affected the pace of learning and progress of the class as a whole, particularly when the guidance in the school's good behaviour policy was not consistently implemented. Teaching overall has improved since the last inspection.
13. Teaching in reception is very good. This is a significant improvement since the last inspection, when it was a cause for concern. Both the teacher and her assistant work as a highly effective team, to provide a stimulating and productive environment, in which children make good progress. They have a clear understanding of the needs of each individual child, and very good relationships with them. They are very skilled at encouraging children to think and talk about their work throughout each lively session and have high expectations of both behaviour and productivity. Activities are very well planned to be relevant and interesting, and the quality of learning is very good as a result. A strength within the teaching and learning is the effective interlinking of all areas of learning; for example, comparing the size of the three bears in the story of 'Goldilocks' during shared reading developed both numeracy and literacy skills very well.
14. Teaching is sound in the infants and good in the juniors. Teachers have a sound knowledge and understanding of the subjects they teach, and work hard to make lessons interesting and relevant. Teaching in music is exceptional, where the teacher's own knowledge and expertise is shared so successfully that pupils' enthusiasm for the subject is palpable. All music lessons were very good and one was excellent. The National Literacy and Numeracy Strategies have been implemented successfully, and basic skills in English and mathematics are taught well. As a result, pupils achieve well in these subjects, and use their skills consistently across the curriculum. Teaching in information and communication technology (ICT) is also good, and teachers receive valuable support from a visiting advanced skills teacher. Teachers ensure that pupils' skills are used well to enhance all areas of the curriculum. As a result, pupils have a good understanding of the value of ICT to support their learning.
15. Teachers use a good range of strategies to capture and hold pupils' attention and are largely successful in maintaining a good pace in lessons. Occasionally, however, pupils spend too long sitting and listening, and some restlessness results. In most lessons, teachers are good at including all boys and girls in discussions, sympathetically supporting those who are more reluctant to speak and valuing all responses, thus effectively enhancing pupils' self-esteem. In a literacy lesson in Class 5, for example, the teacher's insistence on clear and lucid answers helped pupils to express their opinions sensibly on the use of powerful words to create suspense. Lessons are planned carefully to ensure work is similar for pupils of the same age in

different classes, for example, on instructional texts in Year 2, and appropriate challenge is provided for all abilities. Most pupils settle quickly and confidently to their tasks, and work hard to complete them.

16. In most lessons, teachers have good relationships with their pupils, and high expectations of behaviour and application. In the best lessons, they remind pupils of what they have learnt previously, and continually revisit the aims of the lesson, to ensure that pupils understand what they are doing and to share individual pupils' successes and discoveries. In a Class 4 science lesson, for example, pupils confidently predicted the effect of more wire, bulbs and batteries in electrical circuits, and shared their ideas enthusiastically. Whilst in some lessons the noise level rises, this is almost always the result of pupils' enthusiasm for their work, and conversations are meaningful and relevant.
17. The support provided by teaching assistants is a strength of the school. They play an invaluable part in lessons, supporting less able pupils and those with special educational needs sympathetically, and taking an active role in assessing achievement and progress in lessons. They work closely with small groups of pupils, outside the classroom, providing expert support in promoting literacy skills and, in the session seen, teaching was very good.
18. Teaching for pupils with special educational needs in all age groups is good overall. Teachers successfully match the work to pupils' needs and this enables them to make good progress in lessons. Praise and encouragement are widely used by staff to build pupils' self-esteem effectively. Teachers and teaching assistants work in a close and effective partnership. Teachers produce good lesson plans, which provide clear guidance to teaching assistants. This enables them to focus their attention where it is most needed and helps the pupils to learn well. Particularly rapid progress was made in a geography lesson, for example, when pupils were researching facts about holiday destinations. Those with special educational needs worked with a teaching assistant who ensured that all of her pupils understood the task. She offered clear explanations, maintained interest and provided praise and encouragement. As a result, the pupils worked well.
19. Teaching for pupils learning English as an additional language is good overall. Teachers' planning is good and it regularly includes teaching points to address the specific language needs of these pupils, including support from a teaching assistant where appropriate. For example, assistants may help by interpreting and explaining a task or by providing specialist words, which are specific to a particular subject being studied. This has led to these pupils making good progress in lessons, often better than their classmates.
20. Teachers mark pupils' work regularly and, in the best examples, provide helpful comments on how pupils can improve. Good on-going assessment in English, mathematics and science enables teachers to adapt their planning sensibly, in light of success or otherwise in lessons. Regular homework, set in all classes, is relevant and extends learning in class. This is not always set at the same time for pupils of the same age in different classes, however, and the school is aware that this can cause confusion for some parents.

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

21. The curriculum in the Foundation Stage is very good. Children in the reception class are given a rich range of experiences in a lively and colourful environment. All areas of learning, as defined in the Curriculum Guidance for the Foundation Stage, are covered fully, and the close inter-linking of these in planning and in practice is a strength, making learning relevant and fun.
22. Satisfactory progress has been made in addressing the key issue relating to the infant and junior curriculum reported by the last inspection. All National Curriculum subjects are now taught fully, and the school has appropriate policies for them. The curriculum is broad and includes satisfactory provision for religious education, sex education, education about drugs misuse and personal, social, health and citizenship education. The school is fully inclusive, and all pupils have equal access to the curriculum. The national strategy for teaching numeracy is being implemented appropriately. Strategies for teaching literacy are being implemented well and are having a positive impact on pupils' attainment in English.
23. Each subject is planned on a two-year cycle of topics to ensure that pupils in the mixed age classes receive an appropriate curriculum without repetition. Although all subjects are taught to each year group, some subjects, such as history, geography and design and technology, are not always given sufficient emphasis or taught regularly enough to ensure that pupils' skills, knowledge and understanding are developed sequentially as they progress through the school. This is having an adverse impact on pupils' attainment in these areas. A curriculum audit is underway to gather information about what is covered each half term, to pinpoint weaknesses in the amount of time devoted to subjects such as design and technology. This is a relatively slow process, and the large turnover of staff means that new staff, including the headteacher, have not been in school long enough to observe a complete two-year cycle of topics. In the meantime it is very difficult to monitor the curriculum and track exactly when and for how long each subject is being taught
24. The school meets the requirements in the Code of Practice for pupils with special educational needs well. Pupils' individual education plans are of good quality. Targets are clear, and closely related to weaknesses in pupils' learning, and progress is regularly reviewed. Teachers' planning consistently includes how special educational needs will be met in lessons. For most lessons, teachers group pupils by ability in the classroom and sometimes groups are removed from the classroom to be taught in a separate area, for example for additional literacy teaching. This makes a positive contribution to the matching of work to the range of needs within each class.
25. The school currently has few pupils learning English as an additional language, none of them is at the early stages of learning the language. A local education authority advisory teacher visits half-termly to assess pupils, and advise on individual needs. This provides very effective support for pupils and teachers. Additional support would be provided by the local educational authority, should pupils arrive who are at the early stages of acquiring English.
26. The curriculum is effectively enriched by a wide range of visits and visitors to support the work of pupils in class. Among these are visits to the National Gallery, which enhance work in art, and visits to the Science Museum and London Zoo, which contribute to work in science. The local community contributes positively, for example, when pupils visit local food suppliers. Sponsorship from branches of national firms, as well as from local business interests, have subsidised in part or in full the school brochure and burglar alarm system for instance. Older pupils clearly very much enjoy the opportunity to take part in an exciting residential visit, which enhances their personal

and social development well. The school has good links with other local schools. Shared facilities and dual registration of some pupils with the neighbouring special school add an extra, positive dimension to pupils' social development. Other schools generously provide facilities such as for swimming and a very good opportunity to carry out information and communication technology and media studies in a four-day block. Pupils are prepared well for transfer to their secondary schools when the time arrives.

27. The school provides a satisfactory range of extra curricular activities. These include a dance club, and a football club run by a local football team member. The school has tried to run a series of clubs in the recent past, such as chess and gym. In addition it used its good links with other schools to set up some shared clubs which included judo and cheerleading. Unfortunately these have not been viable, due to lack of support from pupils and parents. In the light of the efforts made by the school to increase the range and number of clubs, the concerns expressed by some parents about the lack of extra activities are not upheld by the inspection findings.
28. Provision for pupils' spiritual and moral development is satisfactory. The newly devised scheme of work for religious education provides ample opportunities for pupils to explore their own and other people's beliefs and feelings. Evidence from displays and work in books demonstrates that pupils are encouraged to consider the thoughts and feelings of others. For example, work about Martin Luther King inspires pupils' own 'dreams' of what would constitute a better world. Music lessons promote an appreciation and enjoyment of learning that can be seen clearly, as pupils' faces light up when they participate. However, although spiritual development features on teachers' planning documents, it is not always sufficiently well stated. As a result, opportunities to create a similar atmosphere of reflection and delight in some lessons and assemblies are inadvertently missed. Pupils are taught quite clearly to know the difference between right and wrong. All adults who work in the school set a good example to the pupils. Classes have their own rules and pupils are very familiar with them. They are left in no doubt as to what is considered to be acceptable behaviour in school, and the vast majority respect the rules. However, the behaviour code is not consistently applied to a minority of pupils who do not always behave well during lessons.
29. The school has maintained its good provision for pupils' social and cultural development noted in the last report. Throughout the school, pupils are encouraged to work together well. The newly elected school council includes pupils from every age group, and even the youngest offer their own views and opinions confidently. Pupils' understanding of citizenship is developed well during a Young Citizen's course, and an award for school citizen of the month is received proudly in an assembly. Classes have specific times to discuss matters such as how pupils should treat one another and the difficulties of resisting peer group pressure. Pupils in Year 6 are looking forward to planning and delivering a music project with children in reception. The good links with the local special school provide opportunities for pupils to mix with other local pupils and foster a sense of belonging to a wider community well.
30. Good opportunities in religious education enable pupils to learn about a wide range of religious beliefs. They also have good opportunities to learn about their own and other people's cultures; for example, during Black History Week, pupils learnt about the life and work of Martin Luther King. Visits to museums, galleries and a range of visitors such as artists and theatre groups enrich pupils' knowledge and understanding of their cultural heritage. All pupils enjoy their music and singing in school, and both infant and junior pupils have the opportunity to participate in local music festivals. Photographs and posters, some multilingual, on display throughout the school foster an awareness of

other cultures. Pupils from all cultures are valued and encouraged to discuss their own language, customs and traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school's systems to provide for the health, welfare and safety of pupils are satisfactory, and pastoral care is good. This maintains the position found by the last inspection. Regular risk assessments are carried out efficiently, and the caretaker, who lives on site, deals with issues found on his daily round or identified by teaching staff. Staff trained in first aid are in school at all times and practice is good. The school participates fully in the 'Healthy Schools Project'. Good child protection procedures are followed when necessary, and the headteacher as the designated teacher has had recent training. Security is tight and reviewed regularly.
32. Procedures for promoting and monitoring attendance are good. Registers are scrutinised closely, and late arrivals recorded. If no reason for a pupil's absence is received within 24 hours, a telephone call home is made, but this is rarely necessary as most parents are quick to inform the school why their child is absent. Despite being discouraged from taking their children on holidays in term time, a number of parents do this to the detriment of the school's attendance percentage, and their children's education. The educational welfare officer visits the school and is appropriately involved when a pupil's attendance or punctuality causes concern.
33. The school's policy for special educational needs and the planning and practice in the classrooms demonstrate the school's commitment to equal opportunities, aiming for all pupils to receive their full educational entitlement. As an inclusive society, the school has very good links with the neighbouring special school. The school receives good support from a local education authority educational psychologist. On his monthly visits, he provides help for pupils, staff and parents, and this makes a good contribution to the provision for special educational needs.
34. Staff ensure that the school is welcoming and friendly to all pupils, and there are good examples of the school showing that it values pupils from different cultural backgrounds. Pupils from minority ethnic families are happy in the school. Those spoken to feel that Beaumont is a good school, which is fair to ethnic minorities. Harmonious relationships exist between the groups of pupils and no evidence was found during the inspection of racism or oppressive behaviour.
35. The behaviour and discipline policy contains good procedures for teachers to follow and useful techniques on how to handle inappropriate behaviour but, during the inspection, not all teaching staff were implementing these consistently, which had an adverse effect on the behaviour seen. Rewards varied between classes and few of the observed sanctions imposed were listed in the policy.
36. The school's procedures for promoting pupils' personal development are satisfactory, although few opportunities were observed for them to demonstrate their ability to take responsibility or show initiative. Assembly themes, personal, social and health education lessons and 'Circle Time' sessions give opportunities for reflection and for discussion not only on moral and social issues but also to resolve any problems within classes. Visitors during the past year have included both the community and the school liaison police officers as well as the school nurse, who alert pupils to possible dangers and difficulties outside their school environment. The school council gives pupils a clear idea of the democratic process and how they can together change and influence

matters within their school community. Monitoring of personal development is satisfactory.

37. The school has good procedures for monitoring and assessing pupils' attainment. This is an improvement since the last inspection. Children's attainment and progress is very closely monitored in the reception class. From the time they start school, both the teacher and her assistant make frequent, detailed assessments which are recorded carefully, so that a clear picture of each individual child is fully recorded. No children have been identified as having special educational needs, but those whose progress is slower, or who are experiencing more difficulty in an aspect of their learning, are effectively supported as a result of very good teaching.
38. This initial assessment is followed by regular, systematic testing in English, mathematics and science as pupils progress through the school, and results are analysed closely to track pupils' attainment and progress. The information gained is then used efficiently to set targets for pupils to reach at the end of each year, and by the time they reach the ages of seven and eleven. Tests are also used well to identify and quickly address any special educational needs that individual pupils may have, for example in English. Assessment procedures in music are good and used effectively to ensure pupils make progress throughout the school. However, there is no agreed system for regular assessment of pupils' progress or attainment that can be used to plan the next topic in other subjects. As a result, it is difficult for teachers to know exactly what pupils of different ages in the same class know, understand and can do across the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has maintained satisfactory links and relationships with most parents, who in their turn like the school's aims and ambitions for their children. Although many have signed the home school agreement, signifying their support, only rarely are any in school helping teachers in the classroom. Any help parents can give is much appreciated, for example, one parent is to run a forthcoming art project.
40. Parents' attendance at consultation meetings is good at 90 per cent, but very few attend curriculum meetings and the most recent, on literacy and numeracy, had to be cancelled through lack of support. However, when school productions take place the hall is filled to overflowing with relatives eager to celebrate what 'their child' can do at each performance.
41. The quality of the information parents receive about their children's progress and school events is very good. The brochure, governors' annual report, news and other letters sent home via 'pupil post' contain useful information about what has already happened and what is planned for the future. Annual reports show what the class has covered and children's individual achievements. Most targets on how pupils can improve are clearly defined, although occasionally they are too general. The majority of parents help their children with work at home but use of the home reading contact book is inconsistent, and thus is not a reliable means of communication between parent and teacher. Parents of children with special educational or other needs, and those who speak English as an additional language, are well informed and involved in any individual education plan and its review.
42. The enthusiastic committee members of the new parents' association are busy preparing the Christmas Fair and plan to raise substantial funds to augment school resources and for the benefit of pupils, through this and their future events. Events are

organised efficiently by the few dedicated committee members, and there is no shortage of volunteers to help on the day. Local residents and relatives are looking forward to the Christmas Fair.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher, who is new to the school since the last inspection, leads it well and has a clear vision for development. She has full support from the staff and governors, and all involved in the school work together as an effective team, creating a positive, caring ethos. Care for the individual is central to the school's philosophy, and it has recently successfully gained 'Investors in People' status. However, the headteacher has been hampered in her ability to move development forward as quickly as she would wish by the considerable difficulties experienced in recruiting and retaining teachers within the area. The school has had significant staff changes in the past two years, and almost all current teachers started work in September. It is a great credit to their determination and commitment, that the school runs smoothly, and standards have been maintained.
44. Governors are supportive of the school and bring a good degree of expertise to their roles. The chair of governors has valuable expertise in the field of education. Whilst his work commitments prevent him being a frequent visitor, he is always available to provide support and advice. Other governors are regular visitors, many working in school, and consequently they have a good understanding of its strengths and areas for development. Governors are kept up-to-date through regular reports from the headteacher, and committees monitor their areas of responsibility effectively. The governing body fulfils its statutory responsibilities successfully, and has a sound involvement in strategic monitoring of standards and the value added by the school.
45. Management is satisfactory but, with the turnover of staff, many management roles are new to individuals, and several subjects lack co-ordinators. The headteacher is currently responsible for these, and receives invaluable support and assistance from the lower school team manager in maintaining a strategic overview of the school's work. However, this is a very heavy workload. The school is aware of the need to develop an effective management system to suit its circumstances, in order to ensure effective monitoring of the curriculum and standards in all subjects of the curriculum. Those areas of the school's work which have co-ordinators, such as English, mathematics, science and music, are managed well.
46. The headteacher monitors the quality of teaching and learning well, with valuable support from the local education authority. As a result, she has a clear understanding of the strengths and areas for development in each teacher, and has implemented useful strategies to support individuals where necessary. Planning is monitored closely by the headteacher and lower school team manager, and they are aware that some elements of the curriculum do not receive sufficient emphasis. Good systems ensure that the school can clearly demonstrate the value added for pupils in the core subjects of English, mathematics and science. This is less secure in other subjects, with the notable exception of music.
47. The headteacher is also co-ordinator for special educational needs and maintains a satisfactory overview of this area. The newly appointed governor for special educational needs has a good knowledge of the area and her enthusiastic approach will be supportive of the school's work.

48. Management of provision for pupils learning English as an additional language is good. The headteacher has a strong commitment to equal opportunities, reflected in all the work of the school. There are good, comprehensive, and recently written policies for equal opportunities and for inclusion, which take account of current legislation and national guidance.
49. Development planning is detailed and comprehensive, covering all aspects of the school's work, including a useful action plan to develop the role of the governing body. The school improvement plan was drawn up in consultation with staff and governors, although many of the teachers involved in the initial process are no longer on the staff. Recently appointed teachers have been actively involved in reviewing this plan but, without co-ordinators, some subject areas lack an effective overview. The list of work to be done is extensive, and should be rationalised to identify the highest priorities, and make it a more useful tool to move the school forward.
50. The school's financial procedures are secure, carefully managed and controlled. The part-time clerical assistant, located in the entrance hall, deals with attendance matters and the day-to-day administration in the office is satisfactory. The school has a service level agreement with the local education authority for a financial adviser to monitor monthly expenditure, and the headteacher finds the regular meetings with her bank manager mentor from the Croydon Education Business Partnership very useful. The school has a very high income per pupil, but the budget is planned carefully by the headteacher, governors' finance committee and the financial adviser, to ensure that all specific grants are spent appropriately, and that it is linked closely to the school improvement plan. The headteacher is talented at creatively seeking out additional funds from many sources, and these are used well to enhance the quality of learning. The high carry forward figure has been specifically earmarked to maintain the teaching and support staff. The governors on the finance committee bring a high degree of expertise to the school, and review and monitor the budget to ensure best value in all purchasing decisions.
51. The school has sufficient, qualified teaching staff; matched well to the ages and subjects they teach. They are supported very well by dedicated, well-trained teaching assistants. With almost all teachers being new to the school this term, sound induction procedures ensure that all enjoy a warm welcome to both the staff and classrooms. Satisfactory performance management systems are in place. Friendly administration staff and the caretaker complete staff numbers.
52. Since the headteacher's arrival, almost all areas of the generous accommodation have been re-decorated and refurbished to a high standard. The mobile classroom now contains large storage cupboards, room for coats and running water, but there are still no toilets for pupils to use. The airy assembly hall usefully doubles as a dining area. Although the information and communication technology suite has been created out of part of this, the hall is still a good size for the number of pupils. The small, but attractive and well-stocked library provides a bright entrance to the school. All classrooms and public areas are enlivened by extensive, well-mounted displays of photographs and pupils' work, which enhance the school effectively. The large field is used when the weather permits and a wire mesh fence divides the two tarmaced playgrounds. The latter are in reasonable condition although markings are beginning to fade.
53. The school has adequate resources to teach all areas of the curriculum, and they are good for teaching information and communication technology, music and the recommended curriculum in reception. Materials for supporting pupils with special educational or other needs are satisfactory, and for those learning English as an

additional language, resources are good. Around the school, teachers have arranged good displays on the walls which reflect a diversity of cultures. For example, there are signs in many languages, pictures and information about a range of world religions and a display of musical instruments from around the world. This shows the pupils that different languages and cultures are valued at the school; it enhances the self-esteem of pupils from minority groups and demonstrates the inclusive nature of Beaumont.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) The governors, headteacher and staff should now improve curriculum provision by:

- continuing to audit the two year topic cycle to ensure that all subjects, for example, geography, history and design and technology, receive appropriate emphasis;
- ensuring that co-ordinators are in place for all subjects;
- monitoring the curriculum more closely to ensure that all subjects are covered fully;
- monitoring curriculum provision to ensure that pupils of the same age in different classes receive similar experiences;
- establishing assessment procedures in all subjects to help plan the next stages in learning.

(Paragraphs 23, 38, 45, 46)

(2) Develop a management structure which suits the school to ensure that:

- monitoring of curriculum planning and delivery is effective;
- pupils' standards and progress in all subjects are monitored closely;
- targets in the school improvement plan are prioritised and made more manageable.

(Paragraphs 45, 49)

(3) Ensure that the strategies in the good behaviour management policy are applied consistently at all times, to improve the quality of learning for the majority of pupils.

(Paragraphs 8, 12, 28, 35)

In addition to the key issues above, the following minor points could be included in the governors' action plan:

- continue efforts to dissuade parents from taking holidays during term time;
(Paragraphs 7, 32)
- provide more opportunities for pupils to take responsibility;
(Paragraphs 11, 36)
- ensure that parents are clear about when homework is set in each class;
(Paragraph 20)
- capitalise on all opportunities to promote pupils' spiritual development.
(Paragraph 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	10	10	4	0	0
Percentage	3	30	28	28	11	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 nearly three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	124
Number of full-time pupils known to be eligible for free school meals	N/A	29

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

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	17

Attendance

Authorised absence

	%
School data	8.3

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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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
	2002	11	4	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	12	14	15
Percentage of pupils at NC level 2 or above	School	80 (81)	93 (86)	100 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	93 (81)	100 (90)	100 (81)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	7	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	12	17
Percentage of pupils at NC level 4 or above	School	94 (84)	71 (74)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	94 (79)	88 (79)	100 (79)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Where the number of either boys or girls in a year group taking the tests is less than ten, individual numbers of pupils reaching level 2 in Year 2, or level 4 in Year 6 are not recorded.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	58	0	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	3	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.9
Number of pupils per qualified teacher	18
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

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)	0

FTE means full-time equivalent.

Financial information

Financial year	2001 / 2002
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	£
Total income	453 340
Total expenditure	451 351
Expenditure per pupil	3 730
Balance brought forward from previous year	49 367
Balance carried forward to next year	51 356

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	48
Percentage returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	4	4	0
My child is making good progress in school.	38	50	10	0	2
Behaviour in the school is good.	23	63	10	0	4
My child gets the right amount of work to do at home.	21	58	19	2	0
The teaching is good.	29	53	6	2	10
I am kept well informed about how my child is getting on.	15	57	26	2	0
I would feel comfortable about approaching the school with questions or a problem.	50	38	4	6	2
The school expects my child to work hard and achieve his or her best.	38	46	12	4	0
The school works closely with parents.	25	50	15	10	0
The school is well led and managed.	35	47	7	7	4
The school is helping my child become mature and responsible.	32	56	6	2	4
The school provides an interesting range of activities outside lessons.	18	30	40	6	6

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

Personal, social and emotional development

54. Children's personal, social and emotional development meets expectations for their age. They come happily into school in the mornings, finding their names to self-register competently. They enjoy responsibility, such as taking the register to the office; following the teacher's instruction to go quietly and carefully so seriously that she has to gently encourage them to go rather more quickly! They sit quietly and attentively on the carpet during group sessions, entering into discussions confidently and enthusiastically. Very good teaching encourages all boys and girls to take part in discussions, and children listen politely to each other as they take turns to speak in the circle. They settle confidently to their work, co-operating well with each other and adults, for example playing in the animal hospital, and enjoy all they do in their lively and stimulating environment. At the end of sessions, they tidy up quickly and efficiently, and about half manage their outdoor coats, ready to go home, without help. Children have a sound understanding of right and wrong, and behave well, as a result of consistent reinforcement of politeness and consideration by adults.

Communication, language and literacy

55. Children's standards in communication, language and literacy are above expectations. Children enjoy discussions in group sessions and on a one-to-one basis. They speak confidently, with a good vocabulary, although a significant minority of children do not speak clearly. Adults work hard to correct them sympathetically and firmly. Teaching is very good. Lively shared reading sessions, such as during the story of Goldilocks', have children enthralled, and confidently joining in with familiar and repeating refrains. They recall with pleasure the wide number of other fairy stories they have enjoyed. Very good links across the areas of learning are evident, for instance in the colourful display of 'What will Red Riding Hood put in her basket?'.
56. Children have a good understanding of letter sounds. In a very good session, they enthusiastically recognised and said them, accompanied by actions, as the teacher showed them letter cards. Their knowledge is such that they were quick to point out the fact that 'You've left some out!'. Children's books and class work show that they are making good progress in writing, from trace and copy writing to attempting independent writing, with correctly formed letters.

Mathematical development

57. Children's mathematical development is above expectations. They count confidently to ten and many beyond and have a good mathematical vocabulary. Children write numbers reasonably accurately, although there are some reversals, and are beginning to add and subtract them. Very good links with other areas of learning make activities relevant and fun, as children compare the sizes of teddies, sort these into sets by size and colour and recognise why some teddies are older than others. Teaching is very good. Both the teacher and her assistant use every opportunity to reinforce counting skills and the language of mathematics, as a natural part of every activity. Extensive, attractive displays, such as the long and short mouse-tails, further encourage children to think mathematically. In a lively group session, children identified shapes; with many knowing the names of solid as well as flat shapes, and confidently counted their sides

and corners. Good resourcing ensured that all boys and girls were included in sorting the shapes by size, colour and shape, with sympathetic support for less able children from both adults.

Knowledge and understanding of the world

58. Children's knowledge and understanding of the world meets expectations and, with the very good teaching they receive, is on course to be above expectations by the end of the year. Children are curious about the world around them, and are encouraged very effectively by the teacher and her assistant to ask questions, think and talk about their discoveries. Displays and photographs show the wide range of interesting activities they have covered. Children, for example, have brought in photographs of themselves as babies, and understand how they have changed. The animal hospital gives them a good understanding of the need to care for living things, and the different roles of adults in this environment. Children recall, with careful prompting, the ingredients needed to make gingerbread men, and enjoy making biscuits, carefully counting the number of decorations. They enjoy using the computer in the classroom, and have their turn in the school's ICT suite. They handle the mouse carefully, and have created lively shape pictures; supporting their mathematical development. In an exciting, well-prepared session, children re-assembled the chair 'Goldilocks' had broken, using the screwdriver with some difficulty! In another very good session, children showed a good knowledge of different kinds of bears from the 'Golden Box' and understood the difference between real and 'pretend' bears clearly.

Physical development

59. Children's physical development meets expectations. They are well co-ordinated as they move confidently around the classroom, playground and school. They handle tools and equipment sensibly, colouring, cutting, rolling out playdough and sticking with appropriate skill. No physical activity sessions were seen, but timetabling and photographs show that children have good opportunities to use both large and small apparatus to develop co-ordination and confidence. For example, children use the soft play-room and adventurous 'trim trail' owned by the next door special school regularly, and talk enthusiastically about how their balance has improved on the 'wobbly' walkway! In the school hall, they improve their skills at controlling small apparatus in regular sessions.

Creative development

60. Children's creative development meets expectations. They have many opportunities to paint, such as creating atmospheric seascape pictures and soap bubble patterns. These displays show clearly the high quality of questioning such as; 'Can you?', 'What colour will it be?' with which adults engage children's attention as they work. Children play seriously and imaginatively in the animal hospital and play-house, working sensibly and co-operatively with each other. Teaching is very good overall. In an excellent music session, children were totally absorbed in singing, playing, clapping and tapping rhythmically, and achieved a level of performance well above that expected for their age. Children know the names of many instruments, and are fascinated by a new one, the 'vibraslap', and the sound it makes. They know many songs by heart, and sing them tunefully and enthusiastically.

ENGLISH

61. Standards in English are above average at the ends of both the infants and juniors, with no significant difference in the attainment of boys and girls. This is an improvement on the findings in the last inspection. The school targets groups of pupils well, in order that their specific needs are addressed fully, and mixed age classes are regularly divided into age groups, to provide more effective English teaching. As a result, pupils in both infants and juniors make good progress, especially in reading. Pupils with special educational needs and those for whom English is an additional language are fully included in lessons. They receive very good support from teaching assistants, who work in close partnership with teachers, and as a result make good progress. Good use of the National Literacy Strategy is having a positive impact on standards in English.
62. Standards in speaking and listening are good overall. Most pupils listen carefully to one another and to their teachers during lessons, discussions and in assemblies. Teachers encourage pupils to contribute to lessons and to discuss a wide range of issues well, and pupils contribute their ideas confidently, for example when pupils in the infants discuss friendship problems and when older pupils discuss the problems of peer group pressure. The very youngest pupils contribute unselfconsciously and well to discussions in the school council; older pupils listen to them closely and consider their ideas equally. Pupils are frequently asked to work together and share ideas. They do this well, listening to one another with consideration and respect, whilst also frequently challenging their partners sensitively. As a result, by the time they leave school at the age of eleven, the majority of pupils discuss their work very sensibly, with an appropriate range of vocabulary. However, there are a small number of pupils who do not always express themselves as fluently as others, for example, using phrases such as 'sort of' and 'well.. like' repeatedly when trying to put across their point of view.
63. Standards in reading are good in both the infants and the juniors. By the end of Year 2, pupils read accurately and are beginning to use expression well. They are keen to discuss stories, and talk animatedly about words. For example, Eeore is just like Eeyore and eenormous!' They are enthusiastic readers. They remember their favourite books and discuss authors such as Dick King Smith with confidence. When asked about play-scripts one pupil declared that he knows that 'Shakespeare wrote plays but I haven't read any yet!' They know the difference between fiction and non-fiction, explaining non-fiction as 'true facts'. They explain clearly how to find books in the library and explain correctly how to use 'contents' and 'index' to find subjects in books. By the end of Year 6, even the less able read with confidence, accuracy, fluency and expression. They clearly enjoy reading and discuss books with interest and enthusiasm. They discuss a wide variety of texts such as poetry, drama and non-fiction with confidence. Pupils have a good understanding of how to access books and information in the library and know that the Internet is also a good source of information.
64. Standards in writing are good overall, but are the weakest area within the English curriculum. Throughout the school, some pupils' untidy work and careless handwriting and spelling often obscure their attainment and progress in writing. By Year 2, pupils use full stops and capital letters correctly when writing sentences. They successfully write their own sequenced instructions to make paper hats and prepare toast for breakfast, using vocabulary such as 'first', 'next', and 'afterwards' correctly and well. Pupils successfully write in a range of styles such as letters to a friend describing what happened when the Pied Piper arrived, and writing excuses, 'my cat got stuck up a tree!'. Pupils apply lessons about adjectives, synonyms and commas to their own written work well, and more able pupils use speech marks correctly. Pupils in the juniors use sequential language successfully, to write their own instructions to make a rain gauge. They write their own plays, the more successful including stage directions and a good variety of techniques to demonstrate where emphasis should be put on

words, for example by using all capitals. By the end of Year 6, pupils plan their own stories with carefully developed plots and characters. They identify and use similes, metaphors and alliteration to add colour to their writing, for example a poem including the line 'green gargling great balloons gracefully gliding'. However, pupils are often careless with handwriting, punctuation and spelling until reminded of its importance. The new computer suite is being used increasingly well to promote writing skills, for example through experiments with style, size and colour of fonts, word processing stories and poems, writing play-scripts and newspaper articles.

65. Pupils are given a wide range of interesting tasks, and the majority respond well, show interest in their work and a desire to succeed. However, a significant minority of pupils do not always behave as well as they might in lessons. These few pupils take up a disproportionate amount of their teacher's time, and this has an impact on other pupils who are keen to get on with their work.
66. Teaching in English is good, and often very good. Only one unsatisfactory lesson was observed. In the best lessons, work is well planned and prepared to match pupils' needs, interests and abilities. Teachers have good knowledge of the subject and of their pupils. They use this skilfully to adapt work to build on previous lessons, and lay the groundwork for the next stage of learning. As a result, pupils make good progress. Good teamwork between teaching assistants and teachers is often very effective in promoting learning and progress. The unsatisfactory lesson was characterised by low expectations and work not well prepared or matched to pupils' abilities. As a result little learning took place. Assessment procedures for English are good and are used efficiently and well. Pupils' attainment is recorded regularly and fully, enabling teachers to track progress and identify any problems that might arise quickly and easily. When identified, pupils with particular needs are rapidly given good support. As a result they make good progress. Assessment information is also used to set targets for pupils to reach each year. However, these are not always shared with pupils. Teachers' marking is good. Pupils are given helpful comments about their work and, in the best cases, told how they might improve.
67. Resources in English are sound. Each class has its own supply of fiction books and the library has a good stock of good-quality non-fiction books. Pupils talked about their use of the library for topic work, but there were no opportunities to observe this during the inspection. There is an appropriate supply of reading scheme books. The headteacher and lower school team manager co-ordinate the subject well, and English has been a priority for development in the school. Good inputs in terms of time and resources have had a positive impact on pupils' learning.

MATHEMATICS

68. Current standards in mathematics are average by Year 2 and Year 6. These results are similar to those at the last inspection. However, they represent good progress, year-on-year, especially for the current Year 6 pupils, whose standards were below average when they were in Year 2. This reflects the effectiveness of the school's implementation of the National Numeracy Strategy and of the priority which the school has given to raising attainment in mathematics. Inspection findings suggest that pupils currently in Year 2 and in Year 6 are on course to reach above average standards in their tests in 2003.
69. There is no significant difference between the attainment and progress of boys and girls across the school as a whole. The results of minority ethnic pupils, and of those learning English as an additional language were in line with the other pupils overall.

Pupils with special educational needs make progress which is at least as good as other pupils, and often better. This represents good achievement given the barriers to learning which many pupils work hard to overcome. It is also a reflection of the good quality support from teaching assistants, who encourage pupils and help them to sustain concentration. These pupils have their needs carefully assessed by the staff, who then translate them into targets for learning. Teachers take these into account fully when planning lessons. The good quality teaching which follows normally takes place within a small group, with the support of a teaching assistant.

70. The school has a rigorous system for planning work each term. This ensures that pupils experience work across the full range in mathematics. In Year 2, for example, pupils count confidently in 2's, 5's and 10's to 100. They recognise odd and even numbers and common two-dimensional shapes, and correctly share 12 apples between three. Some of them, however, struggle to calculate 4×2 and to measure accurately in centimetres. In Year 6, pupils calculate the mode and range of a set of numbers, percentages and fractions. At the moment, however, not all can convert metric measures from kilometres to metres.
71. Teaching is satisfactory overall, although it ranges from very good to unsatisfactory. In a very good Year 2 lesson, for example, when pupils were working on time problems, the teacher ensured that they behaved well and paid full attention by quickly pouncing when inattention arose, but with good use of humour. She provided individual clocks for each pupil, and tasks which were carefully matched to her ability groups. This enabled pupils to be actively engaged in their learning, and to make good progress. Pupils made much less progress in the small number of lessons where incidents of poor behaviour interrupted learning, or where teachers set work which was either too easy or too difficult for pupils' abilities. Some teachers manage behaviour well. Other teachers struggle to prevent poor behaviour from disrupting the learning of others. Pupils are enthusiastic about mathematics, and show a good level of interest. Relationships between pupils, their peers and teachers, are normally positive and friendly. Pupils in all year groups work effectively in pairs and in groups. Pupils' attitudes, overall, are satisfactory.
72. Teachers make good use of resources to support pupils' learning. Younger pupils, for example, place numbers on a number line to help their understanding of place value. In the junior classes, individual mini whiteboards are used effectively, so that all pupils can be involved in attempting answers to questions, and teachers can readily assess pupils' understanding. Information and communication technology is making a positive contribution to the subject, through teachers using it very well on a regular basis in mathematics lessons.
73. Teachers mark the pupils' work regularly for correctness and to give praise and encouragement. Some teachers go beyond this, to give pupils clear information about how they could improve and what their next steps should be. This helps pupils to focus on those aspects of their work which they need to concentrate on in order to improve. Although some parents expressed concern about the provision of homework, there are good examples of homework making a positive contribution to pupils' learning in mathematics in all junior age groups.
74. There are good procedures for assessing pupils' needs and achievements in mathematics. Termly reviews of pupil progress in the subject help to focus learning targets for groups and for the whole school. The results of these reviews are used to good effect by the headteacher, who determines staff training needs and any shortcomings in resources.

75. Mathematics is being led and managed effectively by the headteacher and lower school team manager. The recently written, good quality policy for the subject is thorough and comprehensive. The school has made good use of a numeracy consultant from the local education authority. This consultant has contributed to staff training, analysis of test results and, consequently, to improvement in mathematics teaching. The headteacher has a clear picture of strengths and weaknesses in the subject and is making a significant contribution to improving teaching in mathematics.

SCIENCE

76. Standards in science are currently average for pupils in Year 2 and Year 6. Pupils throughout the school make good progress, and are on course to attain above average results by July. This is an improvement since the last inspection. Pupils with special educational needs make good progress in science. The learning needs of these pupils are carefully assessed, and teachers take account of them in their lesson planning. Teaching assistants provide good support by giving additional explanations and encouragement. A teaching assistant with some Year 4 pupils, for example, used her own knowledge of science to give effective explanations of electrical circuits. In a Year 6 lesson, where there was no teaching assistant present, the teacher helped pupils with special educational needs well by frequently checking that they understood, and provided extra help with the vocabulary involved in the study of micro-organisms. This ensured that a good quality of learning was maintained through the lesson for all pupils. More able pupils achieve well throughout the school, and minority ethnic pupils, and those learning English as an additional language have no difficulty in taking a full part in lessons and making good progress.
77. All aspects of the science curriculum are covered appropriately. In Year 2, for example, pupils use their investigative skills competently to test the properties of different kinds of rock. They use their literacy skills well to make thoughtful predictions and tests to try to scratch sandstone, granite, basalt and marble with a variety of implements. They learn about green plants, what makes them grow and how soil is made. In Year 6, pupils build on their earlier skills well, to conduct tests on solubility and find ways of removing the salt from salt water. They use electrical apparatus to set up tests for possible conductors and insulators sensibly, and discover how micro-organisms react.
78. Although only a small number of lessons were observed, evidence shows that teaching is at least satisfactory. In a successful lesson on electricity with Year 4 pupils, for example, the teacher provided a good range of electrical equipment for pupils to test what would make bulbs brighter or dimmer. Her good knowledge of the subject, coupled with her high expectations of pupils' investigative skills, maintained interest, and pupils improved their knowledge and understanding as the lesson progressed. They knew that a complete circuit is needed to make electricity to flow and they gave reasoned arguments for their predictions on making bulbs brighter. Pupils' attitudes to science are generally positive. A group of Year 6 pupils, for example, was particularly enthusiastic about their surprise findings in an experiment on solubility. Relationships in the classroom are generally friendly, with the pupils working effectively in pairs and in groups.
79. Around the school, teachers use displays of pupils' science work effectively to complement their teaching and raise the profile of the subject. There are attractive and informative displays of, for example, sound and hearing, light and dark, dissolving experiments, rocks and electricity. This makes a positive contribution to pupils' learning in the subject, and numeracy skills are used well to create graphs of their experimental

results. Teachers use homework effectively to support learning in the classroom but the school acknowledges that information and communication technology is under-used in the subject.

80. Teachers regularly assess pupils' learning in science. From this, they set individual targets and plan the next steps for reaching them closely. This is having a positive impact on pupils' learning. Marking is good in one infant class, where it contains supportive comments and guidance towards the next steps in learning. In other classes, marking is used regularly for correctness, but rarely includes advice on the way forward.
81. Ensuring that all pupils receive a similar, full range of topics is a challenge with mixed-age classes, and evidence shows that pupils of the same age in different classes in the infants do not consistently receive an equal curriculum. The school has recognised shortcomings in its current planning, and a new two-year cycle is in place, which will ensure equal coverage of science topics, as each pupil follows one of four routes through the scheme.
82. Two recently appointed co-ordinators lead and manage the subject well with their enthusiasm, experience and good knowledge. They have produced a good quality draft policy for science. Sufficient resources for the subject will be enhanced, following an audit, by the addition of sensor equipment for measuring light and temperature. The co-ordinators plan to enhance teaching further by arranging visits from professional science presenters during 'curriculum enrichment weeks' and by organising science related trips.

ART AND DESIGN and DESIGN AND TECHNOLOGY

83. Although there were no opportunities to observe art lessons during the inspection, work on display and in the portfolio, teachers' planning and discussions with staff and pupils, indicate that standards in art are above expectations throughout the school and pupils make good progress. Standards in design and technology lessons broadly meet expectations, but the limited examples available of pupils' work indicate that they do not make consistent progress. Pupils with special educational needs and those with English as an additional language are well supported by teaching assistants. As a result, they make good progress during lessons in both subjects. There is no difference in the attainment of boys and girls in either subject. These judgements are very similar to the findings of the last inspection. Staffing problems, beyond the school's control, have meant that very limited progress has been made in addressing the key issue relating to design and technology in the last report.
84. In art and design, pupils use an appropriate range of different media including pencils, pastels and watercolours. There are examples of pupils working with clay, but three-dimensional work is not as well developed as other artwork, and there was no evidence of collage work. Pupils have started to use sketchbooks, but these are a recent introduction and are too new to give sound evidence of their use and effectiveness. Pupils in the infants and juniors have studied the work of Monet and copied his style effectively, to produce good paintings of their own. Older pupils study the works of Kandinsky, to design images using different shades. This work is extended effectively, when they use computers to draw and colour their own pictures in Kandinsky's style. Throughout the school, samples of work demonstrate their developing skills in the use and handling of paint and colour well. Older pupils use chalk to sketch self-portraits very well. They look carefully at shadows cast on facial features and use the chalks well to show the texture of hair. Printing techniques, such as using rubbing, tile cutting

and block making are used well. The resulting prints are very attractive and complement work on pattern in mathematics. Observational drawing skills develop well, and pupils are clearly taught how to look at objects and their proportions. The school encourages its gifted and talented pupils by keeping very good examples of their work and proudly displaying these in prominent places.

85. Experts and artists make a valuable contribution to the quality of learning. Pupils enjoy their visit to a local secondary school for specialist teaching as part of a media course, and when artists work with them during curriculum enrichment weeks. Visits to art galleries are also enjoyed. All these opportunities are of great value to pupils' cultural development and heighten their awareness of what they can achieve in art very effectively.
86. In design and technology lessons, infant pupils disassemble boxes with interest to see how they are constructed. They then put them back together carefully, and cover them to make their own special boxes, for example treasure and jewellery boxes. They have some good ideas as to how they can design the top for their boxes, and use a variety of different materials effectively to decorate them. During their work they show great interest and concentration. They help one another very well, holding pieces in place whilst a neighbour sticks them together. Pupils in the juniors design torches to accompany work in science. However, few make sufficient progress during the lesson to complete the task. There was sparse evidence around the school to demonstrate levels of work in design and technology, either in terms of designing, making or evaluation of products, and there was insufficient evidence to demonstrate pupils' competent use of tools. Although teachers' planning shows that design and technology is taught, and that all the required elements are included in the curriculum, the curriculum audit demonstrates that it is not taught frequently or regularly enough for pupils to make sufficient progress in their skills, knowledge and understanding.
87. In discussion with pupils, and from the evidence of carefully executed work, it is clear that they take a pride in their artwork and have very positive attitudes towards it. Most pupils are also interested in making objects in design and technology.
88. No art teaching was observed during the inspection, but evidence from the quality of work available suggests that it is at least satisfactory. Too few lessons were observed in design and technology to make a firm judgement about the quality of the teaching. However, one lesson was judged to be unsatisfactory, due to ineffective management of some pupils' behaviour. There is little on-going assessment or recording of pupils' attainment in either art or design and technology. The scheme of work for art is very comprehensive and detailed. It provides very good support for non-specialist staff, but because of turbulence to staffing that is beyond the school's control, there is no consistently adopted scheme of work for design and technology. In both subjects, the headteacher is currently overseeing co-ordination and is aware of areas where development is needed.

GEOGRAPHY

89. Very little geography occurred during the inspection, due to the pattern of teaching the subject throughout the year. Also, only a small amount of pupils' previous work was available to inspectors. However, from discussions with teachers and pupils, teachers' planning and some pupils' work, it can be seen that the school provides a satisfactory geography curriculum. All learning opportunities are accessible to all pupils, including those with special educational needs or learning English as an additional language.

90. Standards meet expectations throughout the school. This is an improvement since the last inspection when they were below average. This is a reflection of the positive way in which the school responded to deficiencies found at that time. For example, the school now has a policy in place, has enough equipment for teachers to teach with and uses information and communication technology effectively to help pupils learn in geography.
91. Pupils' attitudes to the subject are positive, although even the oldest pupils often confuse geography with history. In Year 2, pupils identify desert, rainforest and polar regions on a world map competently, and draw their own map and design a key for it successfully. This shows that the pupils have the skills and knowledge which they should have at this age. In Year 6, pupils have an appropriate knowledge of other countries. For example, they know about countries surrounding the River Nile, and the effects of flooding in the region and about life in the Caribbean. They have developed their geographical skills satisfactorily, but their knowledge of continents and oceans is weak.
92. Teaching is satisfactory overall, and was good in the single lesson seen. In this lesson, the teacher captured pupils' interest well by making the task one of planning a holiday, as pupils found out about the climate and weather in different world locations. She provided interesting resources, such as holiday brochures, postcards, books, atlases and CD-ROM. As a result, pupils made good progress in developing their research skills, and in increasing their knowledge and understanding in geography. The lesson also illustrates the effective use of information and communication technology in the school. Work in the subject makes a satisfactory contribution to the development of skills in numeracy and literacy, through pupils' recording and use of maps and measurements.
93. Leadership and management are not as effective as they should be because there is no co-ordinator for the subject at present. The headteacher is acting in an overseeing role, and is aware of areas where development is needed. Policies and procedures for geography are good. These documents ensure appropriate coverage in each year group, based upon the model scheme from the Qualifications and Curriculum Authority. However, there are no procedures for properly assessing and recording the achievements of pupils, or effective monitoring to ensure that the curriculum is delivered as it should be.

HISTORY

94. Standards in history meet expectations, which maintains the position found at the last inspection. Teaching is satisfactory overall, although this ranges from good to unsatisfactory. All pupils are making good progress, and their attitudes to the subject are generally positive. This includes pupils who have special educational needs and those who speak English as an additional language. Teachers have a good understanding of the basic skills in history and they often teach them in a lively way, which captures pupils' imaginations. Teachers' good displays and their use of historical artefacts help to enrich the history work in the school.
95. Infant pupils compare today with times in the past and develop a sound understanding of when the Victorians lived through effective use of timelines. Teaching of chronology is not as strong as it could be, however, because Year 6 pupils were unsure of the order of some of the common historical periods they have studied in the school. The previous inspection in 1998 said there were few reference books for history and a lack of artefacts and materials. Inspection findings show a good improvement since that time. In an infant lesson on the Victorians, for example, the teacher encouraged pupils to

handle a range of Victorian objects, such as a sewing machine, carpet beater, ceramic hot water bottle and butter paddles. This captured their imaginations, and developed their skills of enquiry well, as they closely observed and guessed the use of the objects, putting their literacy skills to good use.

96. In a good lesson seen in the juniors, history resources were again well in evidence. Pupils were given a range of artefacts and pictures connected with the Anglo Saxons. Their task was to use their existing historical knowledge of the period to make reasoned guesses about the objects, their uses and their owners. Pupils were really interested in this work. They gave thoughtful answers, which showed a reasonable background knowledge of the Anglo Saxons and of archaeological evidence. Information and communication technology makes a good contribution to pupils' learning, particularly when pupils research historical information from the Internet, as seen in connection with this work on Anglo Saxons
97. A less successful lesson was seen, however, where the poor behaviour of some pupils disrupted the learning of others. Teaching assistants did their best to focus the attention of pupils who were not working as they should. However, the nature of the special needs of some pupils meant that it was not possible to prevent them from disrupting the lesson as long as they remained in the classroom. Also, the teacher failed to ensure that pupils were quiet and paying attention before she continued teaching. As a result, pupils learned at a slow rate in this lesson.
98. There is no co-ordinator at present. As a result, the subject is not led and managed as well as it should be. The headteacher is overseeing co-ordination, and is aware of areas where development is needed. Subject policies and guidelines are good; they embrace the requirements of the National Curriculum and are based on the model scheme from the Qualifications and Curriculum Authority. The policy ensures effective coverage of history within each year group, but this is not monitored effectively to ensure sufficient emphasis is placed on the subject as a whole, and there is no system in place for assessment and recording pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Standards in information and communication technology (ICT) are above expectations. This represents a considerable improvement since the last inspection, when they were judged unsatisfactory. Resources are now good, and both the computer suite and classroom systems are used extensively to support both the development of pupils' ICT skills and work in subjects across the curriculum. As a result, pupils make good progress, and have a clear understanding of the value of ICT in enhancing their learning.
100. Teaching is good overall, with teachers valuing the expert help and advice from an advanced skills teacher who visits each week. Lessons are planned carefully, and sessions in the suite are packed with practical activity. In Class 3, for example, pupils explore the functions of a graphics program enthusiastically to investigate complementary and contrasting colours. They are fascinated by the effects they create, although not all of these follow the teacher's aims for the lesson! In Class 4, pupils competently searched Internet sites for information on the Anglo Saxons, in connection with their history topic, cutting and pasting relevant information successfully into their files. Teacher and pupils used the inter-active white board very well to share discoveries as the lesson progressed, effectively enhancing the quality of learning. Pupils in Class 5 add sound and visual effects to their interesting powerpoint presentations, and create slide links with consummate skill. Boys and girls of all abilities work with serious concentration, and those learning English as an additional

language have no difficulty in taking a full part in the lessons. Occasional incidents of unsatisfactory behaviour are dealt with firmly and swiftly, so that they do not impact on the overall quality of learning.

101. Evidence shows that all aspects of the subject are covered fully, and ICT is used appropriately to support pupils' literacy and numeracy skills. Stories and poems, for example, are word-processed, using a good range of fonts and colours, and spreadsheets have been used to analyse data on song-birds.
102. The headteacher is managing the subject in the absence of a co-ordinator, and development planning is coming on well. The school has taken appropriate steps to ensure Internet safety; one pupil who had not returned the agreement form, for example, worked alongside the class on related research using reference books. In addition to regular support from a technician, the caretaker provides invaluable support in helping to maintain hardware and trouble-shoot problems, and his assistance is much appreciated by the school. The recently introduced assessment system is comprehensive, but has yet to be embedded in practice.

MUSIC

103. Standards in music are above expectations for pupils' ages throughout the school, which maintains the good picture found by the last inspection. This is the result of very good teaching by the very knowledgeable and enthusiastic specialist teacher, who inspires an equal enthusiasm in her pupils and makes learning fast, furious and fun. As a result, pupils work with great concentration and achieve a high standard of performance. Learning begins from the moment pupils lead into the hall for their lessons; moving, clapping and clicking their fingers rhythmically to lively music from a wide range of cultures, including modern 'pop' music. It is clearly noticeable that pupils' sense of rhythm improves as they get older, with the routine being well established from reception to Year 6.
104. Pupils throughout the school sing tunefully and expressively. They hold their parts well in two and four-part singing and chanting, supported well by all staff, for example in the 'Celebration of Music' assembly. They improve their performance successfully as a result of their teacher's very high expectations, and sensibly evaluate their own and others' work. Boys and girls behave well and co-operate closely when composing their own music, for example raps in Class 4 and fanfares in Class 5, playing a wide range of instruments carefully and accurately. They understand correct musical terms, such as 'ostinato', and how different musical forms are used for effect, and incorporate these into their own work successfully.
105. Music has a very high profile in the school, and pupils' enjoyment is clearly evident. They have many opportunities both to perform in public and appreciate professional music playing, through participation in music festivals, visits to concerts and listening to visiting musicians. This makes a particularly important contribution to their personal, social and cultural development. The self-esteem of those with special educational needs, particularly those with behavioural difficulties, is boosted very effectively by their inclusion in choirs and ensembles. All pupils, including those learning English as an additional language, have the same opportunities to play and perform, and make equally good progress.
106. Co-ordination is very good. Teaching throughout the school, the co-ordinator has a very clear knowledge of the attainment and progress of each pupil, and their particular

talents. Resources are good, with a wide range of instruments and pre-recorded music covering all cultures and eras.

PHYSICAL EDUCATION

107. Standards in physical education meet expectations, which maintains the picture at the last inspection. Progress continues to be satisfactory, but it is not possible to judge improvements in dance, which was a weakness, as there were no dance lessons during the inspection. Junior pupils all receive swimming lessons at a nearby pool. As a consequence of this good provision, most pupils swim at least 25 metres competently and confidently by the time they leave the school.
108. Planning for physical education is good. It contains information on how the pupils with special educational needs and those for whom English is an additional language will be helped. Consequently, the learning opportunities in this subject are accessible to all groups of pupils, and they make equal progress. Planning also shows all aspects of the subject are covered fully.
109. In Class 3, pupils dribble and pass the ball well, and make sound progress in developing their skills in hockey. Most pupils use tactics to defend and attack effectively, and they evaluate their performance sensibly. In Class 5, pupils' knowledge of fitness and health is satisfactory. They know, with sufficient detail, why their bodies need a warm-up activity before vigorous exercise. They all throw and catch the ball successfully, and many go beyond this to catch from a jump and a bounce. Most pupils apply their marking skills well, to show they are building on their understanding of tactics within a game, and they evaluate each other's performance effectively. However, around 20 per cent of pupils have a low level of physical fitness, which makes them slow during strenuous exercise and tire quickly.
110. Teaching is satisfactory overall, and was very good in one lesson seen. This was because the teacher led a brisk warm-up, followed by a succession of short activities, which were very well matched to the skills which pupils needed to practise and develop. The result was that pupils were fully involved in the activities, and they made good progress in developing their skills by being physically active for most of the lesson. Where teachers spent too long talking to the pupils and less time on physical activity, pupils became restless and did not make as much progress as they could. Pupils' attitudes are good. This is shown by their remembering to bring their kit on the right days and not feigning illness to avoid the lessons. Pupils also take an enthusiastic part in their games lessons and they clearly love physical activity. Relationships during the lessons are normally good, with pupils working well in pairs and in groups.
111. The annual sports day helps enrich the subject, and teachers are reviewing the format of future sports days in light of feedback from some parents, who favour a one day event for all pupils instead of separating age groups over two days. A professional coach from the Croydon Sports Partnership makes a good contribution to netball teaching for the oldest pupils. There are few opportunities for after-school sports, but when teachers attempted to start additional clubs, parents did not generally support them.
112. Physical education lacks a co-ordinator. Staff changes have led the headteacher to act in an overseeing role for the subject, a role which she also performs for many other areas, and she recognises where development is needed. There are currently no procedures for assessing and recording the achievements of pupils.

RELIGIOUS EDUCATION

113. Standards in religious education meet the requirements of the locally agreed syllabus by the ends of both the infants and the juniors. This maintains the position of the last inspection report. No lessons in religious education were seen in the infant classes, during the inspection, and only one in the juniors. From a scrutiny of work, teachers planning and discussions with pupils and teachers, it is possible to say that pupils throughout the school make satisfactory progress, and teaching is at least satisfactory. Pupils with special educational needs also make satisfactory progress in line with their abilities. Pupils with English as an additional language are helped to understand new vocabulary and make steady progress.
114. Infant pupils reflect thoughtfully on celebrations in their own lives such as birthdays and Easter. They celebrate harvest, understand its importance and consider festivals in different faiths such as Hannukah. After thinking carefully about their own special books, they learn about the Bible and why it was important to people like Mary Jones. The theme of special writing is continued when they learn about the Torah. Pupils in the juniors learn about characters in the New Testament such as Zacchaeus. Older pupils think about the names of God, such as, Father. They contemplate the meaning of Jesus' phrases beginning 'I am'. However, a significant minority of pupils do not take their work seriously and make inappropriate remarks that demonstrate insensitivity to the thoughts and beliefs of others.
115. Work in religious education is closely linked to personal, social, health and citizenship education, when pupils learn about their rights and responsibilities as members of a community. They consider how people's beliefs affect the way they lead their lives and the impact that they have on others, for example Nelson Mandela, Martin Luther King and Emily Pankhurst. Assemblies complement work in religious education when advent calendars and rings are explained and discussed. However, the behaviour of a minority of pupils spoils the atmosphere as they maintain a low conversation and break into uncontrollable giggles.
116. The religious education curriculum is well planned on a two-year cycle to avoid repetition in mixed age classes. There is a satisfactory range of resources. Pupils visit the local Church but the school has not recently fully explored the possibilities of visits to other places of worship, or visitors from non-Christian faiths to help pupils appreciate different beliefs and types of worship. The co-ordinator has only been in the school for half a term. However, she is knowledgeable and enthusiastic, and works closely with the co-ordinator for personal, social, health and citizenship education. This is a positive partnership, which benefits all areas of these subjects.