

INSPECTION REPORT

PARK HILL JUNIOR SCHOOL

Croydon

LEA area: Croydon

Unique reference number: 101767

Headteacher: Mr W. Yearley

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 13th – 16th January 2003

Inspection number: 246147

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Stanhope Road Croydon
Postcode:	CR0 5NS
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J. Collino
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11810	Mr G.R. Logan	Registered inspector	Mathematics; Information and communication technology; Physical education; Modern foreign languages.	What sort of school is it? How high are standards? a) The school's results and achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve?
9957	Miss S. Watts	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Dr D. P. Lowe	Team inspector	English; Art and design; Design and technology; Religious education; Educational inclusion; Special educational needs.	
25787	Mr E. Morris	Team inspector	Science; Geography; History; Music; English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Park Hill Junior is a community junior school for pupils aged 7 to 11. It shares a site with its linked infant school, close to the centre of Croydon. The immediate area consists mainly of privately-owned housing. However, the school is popular with parents and draws pupils from a much wider catchment. There are 231 pupils in the school, 111 boys and 120 girls. Attainment on entry to Year 3 is above average overall, although there is a wide spread of attainment in each year group. Thirty-eight pupils have special educational needs, mostly moderate learning difficulties. The proportion of pupils with special educational needs is around the national average. There are no statements of special need. This is below the national average. There are 58 pupils with English as an additional language. This is well above average. The proportion of pupils from ethnic minorities has increased since the last inspection. There are two refugees. Just under 20 per cent of pupils are eligible for free school meals. This is around the national average and has slightly increased in the last two years. Pupil mobility is similar to many urban schools, with around 15 per cent of pupils leaving or joining the school other than at the normal admission and leaving dates.

HOW GOOD THE SCHOOL IS

Park Hill is an effective school. There is a strong, shared commitment to raising standards and to improving the quality of education. The quality of teaching is very good. There is a high level of consistency between year groups. All staff are given very good opportunities to take on responsibility. Almost all pupils make good progress. Standards in most subjects are above average. The curriculum provides a rich range of opportunities, with an excellent extra-curricular programme. The school has many strengths and significantly enriches the lives of its pupils. It provides good value for money.

What the school does well

- The quality of teaching is very good and is a significant strength.
- The leadership of the headteacher and key staff is excellent. Co-ordinators manage their subjects very effectively.
- The governing body has made significant progress since the last inspection.
- Standards continue to rise and are above average in most subjects. Pupils achieve well.
- Pupils have very good attitudes to school. Relationships are very good.
- The curriculum is rich and interesting. Provision for extra-curricular activities is excellent.
- Pupils' spiritual, moral, social and cultural development is very good.
- Pupils are cared for very well.

What could be improved

- Standards in mathematics are not yet as high as in English and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Several areas for development were identified. There has been satisfactory improvement in the timing of lessons for younger pupils and in the teaching of phonic skills. The provision of a well-resourced library and timetabled library sessions is a good improvement on previous provision. The governing body now makes a very good contribution to development planning and has significantly improved its arrangements for monitoring the work of the school. All statutory omissions in documentation have been dealt with. Though good, the progress on the key issues does not reflect the extent of the overall progress made in the last five years. Standards have improved in most subjects. The quality of teaching and support for the professional development of staff, good even then, have improved significantly. The quality of the curriculum, assessment and the care provided for pupils have been improved. The overall leadership and

management of the school are now excellent, with a particular strength in the professional development opportunities provided for staff. Overall, the school has made very good improvement since 1998 and shows very good capacity for further improvement.

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	A	B	B	B
mathematics	C	C	C	B
science	C	C	B	B

Key

Well above average A
above average B
Average C
below average D
Well below average E

The test results for 11 year olds in 2002 were above average in English and science and average in mathematics in relation to what is being achieved in schools nationally. When compared to similar schools, standards above average in all three subjects. The proportion of pupils achieving the expected level in mathematics and science at age 11 in 2002 was the highest yet recorded by the school. Higher level attainment (level 5 and above) was average in mathematics, above the national average in English and well above average in science. Inspection evidence indicates that, currently, standards in English and science are above average and those in mathematics are average at age 11. Pupils' work shows that the attainment is above that expected in all remaining subjects, other than music where standards are well above expectation. Pupils enter the school with above average levels of prior attainment overall. However, there is a very wide spread of prior attainment in every year group. Outcomes at age 11 are compromised by the loss of several very able pupils at the end of Year 5. The consistency and quality of teaching and the positive benefits of the successful implementation of the literacy and numeracy initiatives contribute significantly to the good progress made by a high proportion of the pupils. Pupils with special educational needs are supported well and make good progress overall; those with English as an additional language make very good progress. The school is well placed to meet the needs of gifted or talented pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn. They are mature in their responses, work hard and try their best in lessons. They treat the premises and learning resources with care and respect.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and at lunchtimes. The school is a very orderly community. There has been only one exclusion in recent years.
Personal development and relationships	Very good. Pupils respond positively to good opportunities to take responsibility, and carry out their duties in a mature way. Relations between pupils and between pupils and adults are very good.
Attendance	Good. Authorised absence is similar to the national average. Unauthorised absence is negligible. Punctuality is good, with most pupils arriving in good time for school.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good

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

The consistency and quality of the teaching is a key strength of the school. At the last inspection, teaching was good overall; it is now very good. All of the teaching observed was satisfactory or better, over nine-tenths was good or better and almost three-fifths was very good or excellent. The high quality of the teaching across the school is reflected in the above average standards being achieved in almost all subjects of the curriculum and the good progress pupils make. The basic skills of literacy and numeracy are taught very well. The high expectations of the staff, their effectiveness in managing the pupils and the very good relationships in the school, also have a very positive effect upon pupils' attitudes to learning. Teachers encourage pupils to become mature and independent learners from an early stage. They plan very well to meet the needs of the full range of pupils. Opportunities to extend literacy, numeracy and information and communication technology skills across the curriculum are being imaginatively developed. Most teaching sustains a brisk pace, challenges pupils and builds upon their enthusiasm. This promotes learning well. Questioning is used effectively in most lessons. The use of assessment information to help pupils improve their work is very good. The support provided by learning support staff has a very positive effect upon the quality of pupils' learning, particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad, rich and stimulating curriculum, well matched to the needs and interests of its pupils. The provision for pupils' personal development is very good. The extra-curricular provision is excellent.
Provision for pupils with special educational needs	Very good. Pupils are well supported. Needs are identified early and clear targets set. They are taught well and make good progress.
Provision for pupils with English as an additional language	Very good. Provision for pupils learning English as an additional language is very good. They are fully included in lessons and access the full curriculum because they are very well supported. They are highly motivated and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual, moral, social and cultural development is very good. The school promotes pupils' personal development very effectively, which has a significant effect on the very good relationships and behaviour in and around the school.
How well the school cares for its pupils	Very well. The school takes very good care of its pupils. The school provides a very safe and supportive environment and has effective systems for promoting good behaviour. Monitoring and support of pupils' academic progress and personal development are very good.

The school's partnership with parents is good and makes some contribution to pupils' learning. Parents' involvement with pupils' learning at home is good, but few parents are involved in supporting learning in school. Parents, nonetheless, have confidence in the school and are appreciative of what it does for their children. They receive good quality information about how their children are getting on and the school promotes occasional curriculum and workshop evenings.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and his deputy provide very effective leadership for the school. There is a strong, shared vision for taking the school forward. Subject co-ordinators are highly effective; their hard work underpins the rigour and quality of work across the curriculum.
How well the governors fulfil their responsibilities	Very good. Governors are very effective overall and now have a very good knowledge of the school. They are actively involved in its work. Statutory duties are fulfilled.
The school's evaluation of its performance	Very good. The school monitors and evaluates its performance well. Comprehensive data is available. Governors have a clear understanding of the school's strengths and areas for development.
The strategic use of resources	Very good. The school is well-funded, with good reserves. Finances are managed effectively and have been used appropriately to support school developments. Refurbishment of facilities for older pupils is now a priority. The school applies the principles of best value very well.

Development planning is thorough. The school is generously staffed with well-qualified teaching and support staff to meet the needs of the curriculum. Teachers' specialist skills are deployed very effectively to promote higher standards. The school has very capable and efficient administrative and premises staff. Recent building projects have significantly enhanced the facilities in the school, although other areas of the building now require attention. The school is well-resourced to meet the needs of the curriculum. The resources for music and the information and communication technology facilities (soon to be upgraded) are particular strengths.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The quality of teaching is good. Their children make good progress. The school is well led and managed The school helps their children to mature. The school provides an interesting range of activities. 	<ul style="list-style-type: none"> The amount of homework provided. Information about how their children are getting on. How closely the school works with parents.

Inspectors agree with the positive views of parents. The school has many strengths. There was good evidence of homework being set and completed during the inspection. The level of homework provided is at least consistent with that given in most other primary schools. Reports are good and include all required information. The number and frequency of meetings with parents are similar to most schools. Direct involvement of parents in the school has declined over time. Although not a significant strength, it remains good overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils attain above average standards in the majority of subjects. This represents a significant improvement since the last inspection when standards were average overall. Considerable progress has been made in raising standards in almost all subjects, reflecting, in part, the effectiveness and hard work of the subject co-ordinators, but also a significant improvement in teaching quality.
2. In the 2002 national tests, standards of attainment for pupils aged 11 were above average in English and science and average in mathematics. In comparison with similar schools, standards were above average in all subjects. Standards have improved over the five years since the last inspection, although there have been fluctuations within both English and mathematics. Overall, performance in English is now more consistent than in mathematics, the reverse of the situation at the last inspection. That said, the percentage of pupils achieving the expected level or above in mathematics in 2002 was the highest yet recorded. Higher level attainment (level 5 or higher) at the end of Year 6 in 2002 was well above the national average in science, above average in English and average in mathematics. Observation in lessons indicates that boys achieve particularly well in this school. This is supported well by the good role models provided by the significant number of male staff.
3. Higher level attainment in all subjects is significantly compromised by the loss of a small cohort of very able pupils (five, on average) who leave the school at the end of Year 5 for early entry, or on scholarships, to independent schools locally. These pupils are inevitably predicted to achieve at the higher levels. Pupils who fill resulting vacancies in Year 6 are seldom working at the same level and have not had the benefit of being in the school for an extended period. General levels of mobility are similar to those found in many urban areas. Comparisons with performance of pupils in similar schools are depressed because free school meal figures place the school very close to the boundary of the next benchmark group. A minor statistical adjustment would make a significant difference to the school's comparative performance grades.
4. The attainment of pupils on entry to the school is, on the evidence provided, at least above average. Data suggests that this has improved in recent years. Nonetheless, the intake is by no means as cohesive as the figures suggest. When pupil turnover is taken into account, the school needs to make provision for a wide spread of abilities and language needs. There is a significant cohort of very able and high achieving pupils in every year group, a substantial group of pupils with gaps in their learning who need careful support, and a relatively small average-performing group. Overall, an analysis of the progress made by pupils indicates that between seven and 11 most pupils make above average progress in English, mathematics and science in relation to their prior attainment. School tracking data indicates that the best progress is made by the higher attaining pupils.
5. Inspection evidence indicates that current standards in English and science by the age of 11 are above average and are average in mathematics. Within English, standards in writing, reading and speaking and listening are all above average. Standards in investigative science are a particular strength. Standards in mathematics have, to some extent, lagged behind those in English and science. However, the current Year 6 is the last group who have not had the benefit of the

numeracy initiative through the school. There is evidence that the current Year 5, for example, is performing at a significantly higher level in mathematics. The school has been working to raise attainment at the higher levels. Grouping of pupils by ability in mathematics and the provision of targeted support is contributing to improving standards. Teachers' planning acknowledges the needs of the full range of pupils and there is increasingly effective support for higher attaining pupils.

6. Pupils' attainment in information and communication technology is above the expected level by the age of 11. A focus on the development of pupils' skills, together with high quality facilities, ensure that pupils are making rapid progress. Computers are making a good contribution to learning. Co-ordinators now identify ways in which ICT can be used profitably within each curriculum subject.
7. Standards in religious education are above those recommended in the locally agreed syllabus at age 11. Pupils have a good understanding of Christianity and of a range of other faiths. Pupils aged 11 attain standards above those expected in the remaining subjects of the curriculum, other than in music where standards are well above those expected, as a result of the high quality specialist input. Standards in French are in line with those expected of early language learners.
8. Pupils with special educational needs make good progress. Their needs are identified early and they are set clear and achievable targets. Their progress is good in all areas of the curriculum due to the support that they receive individually, or in small groups.
9. Pupils for whom English is an additional language make very good progress as they move through the school. They are very well supported by their class teachers, teaching assistants and a specialist teacher and progress is carefully monitored to ensure that they achieve well. The very good progress is clearly seen in the levels attained by those pupils in the Year 6 tests. Most of them reach the expected levels and many exceed them.
10. The attainment of gifted or talented children is above the standard expected nationally, and often well above. They make very good progress because they are encouraged to become independent workers and are provided with stimulating and challenging work.
11. The school assembles a wide range of information on pupils' prior attainment and undertakes comprehensive target-setting for individuals across the school. Pupils have a good knowledge of their individual targets. These are written in their exercise books for mathematics and English and are reviewed regularly. This is an effective strategy for boosting attainment further. Realistic targets have been set for the standards pupils are expected to attain in the Year 6 tests in 2003. The school did not achieve its very challenging targets in English and mathematics in Year 6 in 2002.

Pupils' attitudes, values and personal development

12. The last inspection report indicated that pupils had good attitudes to learning and that behaviour was good. There has been good progress during the last five years. Both behaviour and pupils' attitudes to learning are now very good. Relationships and personal development remain very good.

13. Pupils' attitudes are very good. They are interested and enthusiastic. They concentrate well in lessons and almost always listen attentively and act on what they are asked to do. Behaviour is very good. Almost all pupils behave very well and any minor disruptions are quickly dealt with. All pupils are involved in formulating the rules pertaining to behaviour and understand what is expected of them. Exclusions are rare although last year there was one permanent exclusion.
14. Pupils with special educational needs are integrated well into the life of the school. Their very good attitudes, behaviour and relationships contribute to their integration and good progress. Pupils who have English as an additional language are well integrated and fully involved in the school's activities. They are helped to settle in very quickly by all staff and pupils and respond enthusiastically to the opportunities provided for them.
15. Pupils' personal development is very good. Parents comment that their children are eager to come to school and this is evident in the way they arrive and quickly settle in the classroom. They greet visitors, are happy to talk with them and are courteous to both adults and other children. They enjoy showing their work and this is evident in the high quality displays around the school. The school expects pupils to take responsibility and show initiative. Pupils are encouraged to take responsibility for their own learning, to use their initiative, and to think for themselves. They respond very positively and develop well as independent learners, putting forward their own ideas in class and discussing them constructively with one another. They competently carry out research using a variety of sources such as reference books and the internet.
16. Pupils voice their opinions through the School Forum, an elected body consisting of four representatives from each class. This group meets regularly to make suggestions which would help improve the school.
17. Within class, pupils are encouraged to ask questions and offer their opinions. Very good relationships exist between teachers and pupils and also between pupils. Staff know the pupils well. Pupils are expected to share with others. They help each other, work co-operatively without fuss and readily welcome pupils who are admitted to the school during the term.
18. Pupils' attendance is good, with absences mainly due to illness. This is broadly in line with the national average. There was no recorded unauthorised absence in the last school year. The level of attendance has remained fairly constant since the last inspection. Almost all pupils arrive at school punctually and there are no significant issues of lateness.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is very good overall; often it is excellent. The high quality of the teaching is a significant strength of the school and the main reason why pupils achieve well. Almost three-fifths of the lessons seen during the inspection were very good or excellent. Over nine-tenths of lessons were good or better. None of the teaching was unsatisfactory. This represents a significant improvement on the already positive situation identified at the last inspection. Although at that time the level of good or better teaching was similar, the proportion of very good or excellent teaching was much lower.
20. The quality of teaching is very consistent across the year groups. A key feature of the teaching is the impressive teamwork which results from a strongly-shared

commitment to succeed. There is a great deal of co-operative working, in terms of joint planning, co-ordinator support and specialist teaching between classes and across year groups. For example, teachers often exchange classes to facilitate specialist teaching in music, science, information and communication technology, French and physical education. This not only provides a high quality specialist experience for pupils, but prepares them well for the subject-specialist teaching they will encounter in secondary education.

21. Literacy and numeracy are taught very well, so that pupils have the skills necessary to learn effectively across the full range of the curriculum. In two-thirds of literacy and numeracy lessons observed, teaching was very good or better. Teaching in three-fifths of science lessons was very good or excellent. In a high proportion of lessons observed in art and design, design and technology, information and communication technology, French and music, the quality of teaching was never less than good and often very good. In no subject did the proportion of good or better teaching fall below fifty per cent of the lessons observed.
22. The quality of pupils' learning is very good overall. This can be directly attributed to the strength of the teaching. The particularly strong features of lessons for the older pupils are the highly effective management of pupils, the high expectations which underpin the planning and delivery and the methods used. Teachers create a very purposeful working atmosphere in which pupils respond well by concentrating hard and trying to do their best. They provide challenging activities which meet the needs of the range of pupils in the class. This is seen in many of the activities provided in, for example, music, science and literacy. Teachers value the contributions of the pupils. There is a great deal of mutual respect between teachers and pupils. Relationships are very good and encourage pupils to behave well in lessons and to have a keen interest in what is happening. This has a very positive effect on the progress that they make. Pupils are highly motivated and are encouraged to develop independence and to take responsibility for their learning. There are many opportunities for pupils to evaluate their own work. In English, for example, they often look for one key strength in the work they have completed and one area for improvement. In art, they are trained to identify the strengths of their own work and that of others. They are expected to undertake research and to collect information and resources where possible. This is a strong feature in both history and geography. Teachers help pupils to reflect upon challenging problems and to develop confidence in their own ability to reason things through. The teachers have high expectations of the pupils. As a result, pupils put a great deal of effort into their learning.
23. Teachers plan lessons very well. Planning is thorough and takes into account the range of pupils in each class. Cross-curricular links are imaginatively-developed between subjects to streamline pupils' learning. For example, Year 4 physical education lessons were effectively linked to current work in geography and music. There are well-developed links between science and mathematics. Information and communication is increasingly used to enhance learning across the curriculum, although the school plans to develop this still further. Teachers evaluate the success of each lesson in detail and use the results of the evaluations to modify subsequent lessons. Learning objectives are shared with pupils and are often written on the board for ease of reference. Teachers have very good subject knowledge and are very effective in helping pupils to develop skills, knowledge and understanding. This was a strong feature of most lessons, but particularly those where specialist teaching is involved.
24. Resources are used very well. The school is very well-equipped for most subjects and makes good use of visits and accessible resources outside the school to enhance

pupils' learning. Effective use is made of pupils from other faiths or cultures, for example to enhance learning about the ceremonies of a range of religions.

25. Teachers work very well with classroom support assistants. Shared planning and clearly defined responsibilities help all staff to make the best use of time. As a result of this, assistants make a very valuable contribution to the progress that pupils make, especially those with special educational needs.
26. The quality of teaching and learning for pupils with special educational needs is very good. All adults are aware of pupils' individual needs and this is reflected in the detailed planning to meet their needs, the nature of the work set and the quality of the support provided. Pupils with special educational needs work alongside their peers and are given additional support, where necessary, by teachers and teaching assistants. The support for small groups of pupils by teaching assistants is particularly valuable in literacy and numeracy lessons.
27. The quality of teaching for pupils learning English as an additional language is very good. They receive very good support from teaching assistants who work under the guidance of a specialist teacher. Teachers and their assistants employ a good range of strategies to involve such pupils and help them develop their language skills. For example, they often use pictures effectively to help pupils learn new vocabulary and encourage pupils to repeat instructions to make sure they have fully understood what they have to do when working independently.
28. The quality of teaching and learning for gifted or talented pupils is very good. The analysis and use of data are very effective in identifying these pupils and in challenging and supporting them through differentiated tasks and extension activities.
29. Pupils' work is marked regularly, and teachers know their pupils very well. There are good examples of teachers making constructive written comments which help pupils to improve. Homework is used very well to support learning and there were many examples of homework being checked or set during the inspection.

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

30. The school provides a very good curriculum. At the last inspection it was judged to be of good quality and since then it has been further improved in both content and delivery. It is greatly enriched by the additional opportunities provided by the school to interest and inspire its pupils. These include a host of interesting visits linked to work in class, a wide variety of knowledgeable and entertaining visitors and a superb quantity and range of clubs for pupils of all ages. All National Curriculum subjects and religious education are successfully taught. French is included in the curriculum for pupils in Years 5 and 6. Younger pupils in Years 3 and 4 are able to join a French club to foster their interest in the country and its language. Sufficient teaching time is allocated to each subject so that all areas of learning within them are taught to a depth seldom encountered in junior schools. The school successfully identifies and develops appropriate links between subjects so that the skills learned in one subject can be reinforced by the work in another. For example, pupils use their art, design and technology and literacy skills in history and geography. This was clearly seen in the work produced by a Year 4 class who were studying Ancient Egypt. The pupils showed well-developed research skills in their detailed and interesting writing about the topic after consulting books, handling artefacts and investigating other sources of information. They had also produced eye-catching artwork and made accurate models of tombs and the mummification process. The school has identified the use

of information and communication technology skills across the curriculum as an area for improvement and continued development.

31. The strategies for teaching literacy and numeracy are firmly in place and are having a positive effect on learning. The strategies for teaching literacy and other aspects of English have proved to be very effective as can be seen from the rising standards throughout the school. Those for teaching numeracy have not had as great an effect on standards attained in national tests, because those pupils who have been taught consistently through the new strategies have not yet reached Year 6. The provision for personal, social and health education is good. It is well planned, timetabled regularly for all classes and thoroughly covers all aspects. The governing body has agreed policies for drug and sex education and these aspects of health education are sensitively taught to pupils with the full support of parents and carers.
32. The provision for pupils with special educational needs is very good. Classroom provision is organised to meet their specific needs. Clearly identified lesson objectives ensure that teaching assistants and pupils have a clear understanding of the tasks set and the expected outcomes. Individual education plans are drawn up by the co-ordinator for special educational needs, in consultation with class teachers, parents and, in some cases, external agencies. They contain targets relating to specific areas of learning or behaviour and suggest teaching and learning strategies. Class teachers and teaching assistants plan suitable tasks to help pupils to achieve these targets.
33. The provision for pupils who are learning English as an additional language is very good. Pupils are fully included in lessons and are able to access the full curriculum as they are very well supported in lessons by their teachers, a specialist teacher and well trained teaching assistants.
34. Equality of access to the curriculum is very good. Classroom provision is organised to meet the specific needs of all pupils. Teachers ensure, by their groupings and tasks, that girls and boys, pupils of differing abilities, pupils with special educational needs and gifted and talented pupils are given equal attention and encouragement. Pupils' progress is tracked and support is directed effectively to those who need it. Teaching assistants give valuable help to pupils who experience difficulties. Extra-curricular activities are open to boys and girls and there are opportunities for pupils of all ages to participate.
35. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. Subject co-ordinators report to governors to keep them informed of developments and to help them assess the consequences of their spending on standards. There are designated governors for all subjects, special educational needs and for pupils learning English as an additional language. These governors visit the school regularly to observe the provision first hand to assess its effectiveness and then write reports on their findings to share with the school as well as other governors. The curriculum committee, on which all governors sit, gives very good support to the subject co-ordinators and has a very clear understanding of the level of provision in the school.
36. The curriculum is greatly enhanced by the large number and range of relevant visits planned for pupils and the variety of visitors who talk to and work with the pupils in school. Recent educational trips have included Year 6 pupils to a Buddhist centre and Year 4 pupils to a synagogue as part of their religious studies. Year 6 pupils also went to The Royal Institute for a lecture about light, linked to their science work. Theatre groups perform in school to entertain pupils whilst putting across serious

messages about health, drug awareness and bullying. The three annual residential trips organised for pupils in Years 4, 5 and 6 make a very significant contribution to learning as well as personal development. On these school journeys pupils are able to take part in educational and adventurous activities as well as having many opportunities to develop socially and learn to live harmoniously in an environment away from home. The number and range of out of school clubs for pupils to attend are exceptional and a real strength of the school. They include clubs for many different sports, musical activities such as choir, orchestra and drumming, signing for the hearing impaired, art, French, gardening and others. Many of these clubs are run by teachers who willingly give of their time and make a significant contribution to the school's provision. The clubs and the instrumental tuition available to pupils help to raise standards in various subjects, particularly in music where standards are well above those found in most schools.

37. The school's links with the community are very good and are beneficial to all involved. There are strong links with local places of worship and homes for the elderly. Pupils sing to the elderly folk and are very well received. The local area, its people and the school site are all used effectively to interest pupils and make their learning more relevant. In history, pupils interview adults about their experiences as evacuees in the war and in geography they study the local area in detail. Links with local businesses are also very good and, as well as proving financially useful, help provide resources for the school. Links to other local schools are good and help to develop the curriculum through co-ordinators meeting to discuss new initiatives and share ideas. Active participation in district sport and music events run by local associations give pupils good opportunities to work with, and sometimes compete against, pupils from other schools. There are also good links to nearby secondary schools so that more able pupils can benefit from 'master classes' in various subjects. Induction days and visits by secondary school teachers also help pupils to transfer to their new schools with confidence. Links with the associated infant school are satisfactory.
38. Overall the provision for pupils' spiritual, moral, social and cultural development is very good.
39. Provision for pupils' spiritual development is very good. There are links with the local Anglican Church and visits to places of worship of other denominations, such as the synagogue and a Buddhist temple. In assembly, pupils are taught about spiritual and moral issues which encourage them to think about their attitude to others. Pupils from ethnic minorities share their festivals, such as Diwali, with other pupils. The use of music is a strong feature throughout the school; this is seen in assembly as well as lessons such as art, where it acts as a calming influence. The celebration of achievements helps to increase pupils' self esteem and encourages them to value their own qualities and those of others.
40. The provision for pupils' moral development is very good. Morality is firmly rooted in the ethos and expectations of the school and fully reflects the school's success in establishing a climate in which pupils respect the differences between individuals. Pupils have a clear understanding as to what is right and wrong and behave consistently in accordance with the agreed code of conduct. All pupils are fully involved in drawing up the school rules.
41. Provision for pupils' social development is very good. This is an improvement since the last inspection. Teachers and staff demonstrate the importance of teamwork and are good role models for pupils. Collaborative working is a strong feature throughout the school. There is a wide variety of after-school clubs and in some cases there is a

waiting list to join. Clubs enable pupils throughout the school to mix together. Visits in connection with the curriculum take place regularly and enable pupils to extend their social experiences. The school forum gives pupils the opportunity to experience democratic elections and to develop a sense of responsibility for their own decisions. Decisions are made as to charities that will be supported and how money could be raised. The school hosts sports tournaments. Residential visits encourage the development of social skills and sharing with each other.

42. Overall the provision for pupils' cultural development is very good. Pupils gain a good understanding of their own local heritage through visits which support the curriculum. The school actively encourages the sharing of experiences by pupils from the many cultures represented in the school, enabling all pupils to have a sense of shared community. The strength of literacy teaching, with pupils having access to a very wide range of quality literature, the depth and quality of studies in geography, history and art and design and the high quality music provision in the school ensure that the curriculum makes a significant contribution to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has made good progress since the last inspection. It has built effectively on the strengths that were evident five years ago and has raised standards of care from good to very good.
44. Standards of care are high and are extremely effective in underpinning academic progress and personal development. The school makes very good arrangements to ensure the welfare of its pupils and to create a happy orderly community in which everyone can thrive. Parents value the support their children receive.
45. Measures to safeguard pupils' health and wellbeing are very good. There are well-managed breakfast and after-school clubs. Governors and staff take all reasonable steps to ensure that the school is a safe and secure environment. The arrangements for ensuring their health and safety and protection are generally very good. Health and Safety policies are in place. Fire exits are well signposted and fire extinguishers are checked regularly. All equipment is tested in accordance with legal requirements. Risk assessments and safety audits are carried out regularly. Fire drills are held termly and monitored. The school is aware of the need for security and the whole school site is appropriately secure. Arrangements for first aid are very good.
46. There is a designated person responsible for child protection who has had the appropriate training. Staff are well briefed as to the procedures to be followed. The child protection policy and procedures meet legal requirements. However, changing facilities for pupils in Years 5 and 6 are limited.
47. The school looks after the emotional welfare and personal development of its pupils very effectively. Pupils receive good individual guidance from approachable teachers. Teachers know their pupils well and track their progress closely. The school's programme of personal, social and health education also provides good personal support. Pupils receive guidance from a police liaison officer on how to take care of themselves physically. The school liaises with other professionals to enable pupils to receive the support and help needed.
48. The school has an effective monitoring system to promote good attendance and for monitoring absences. The Education Welfare Officer is informed if there is cause for concern. Registration is quick and efficient and complies with requirements.

49. Arrangements to familiarise parents and children with the school before admission are good. Because pupils transfer to a large number of different secondary schools, links tend to be with those schools where the majority of children go. There is a link with an independent school which enables more able children to attend "master classes". Overall, procedures to ensure pupils' welfare and care are very good.
50. Behaviour is effectively monitored and recorded. The school has successful policies for promoting good behaviour and discipline. It adopts a positive approach that emphasises praise and rewards, and gives extra support to pupils who have emotional and behavioural problems. Opportunities for aggression and bullying are kept to a minimum through good levels of supervision. The school also provides pupils with a good choice of activities during the lunch hour, which helps to keep them occupied and happy. It has high expectations regarding behaviour, both in and out of class. Pupils know what is required of them and do their best to meet expectations. Their behaviour is carefully monitored. Pupils value the good opinion of their teachers and therefore work and behave well in order to win their praise.
51. Assessment and target setting are very well established. There are clearly defined procedures for assessing and monitoring pupils' progress in all areas of the curriculum. The results of formal tests are collated electronically and an academic profile is built up for each child. Their academic progress is tracked from Year 3 to Year 6, taking account of attainment in the national tests in Year 2. In reading, writing, mathematics and science, attainment is recorded in terms of National Curriculum levels. This provides the basis for reporting to parents, the governing body and the child's next teacher. There are regular assessments in all subjects and pupils' personal targets are reviewed each term.
52. The marking policy is used constructively to help pupils know how they can improve their performance. Pupils are encouraged to assess their own progress and take responsibility for their own learning. They have a very good knowledge of their own learning and know what steps they need to take to achieve further progress.
53. Assessment during lessons focuses on pupils' understanding of the main teaching points and is used to inform future lesson planning. Adjustments are made to curriculum planning, in the light of strengths and weaknesses revealed in the analysis of national tests and formal tests in Years 3, 4 and 5. The results are also used to assess future performance and take effective action. The outcomes of assessment are used to inform the grouping of pupils within year groups in mathematics, according to their level of mathematical ability. They are used in the setting of challenging tasks and activities for pupils of all abilities.
54. The school has very good procedures for identifying and assessing pupils with special educational needs and providing them with specific support. It uses all available information to set and review appropriate targets for each pupil, track their progress and direct support to those who need it. Teaching assistants ensure that all pupils take a full part in lessons. They monitor pupils' progress in each lesson in which they have a supporting role. The information is used to plan for individual pupil learning.
55. Pupils who have English as an additional language have their needs accurately assessed when they enter the school. If necessary, pupils are assessed in their home language. They are very well supported in learning English and their progress is carefully tracked to ensure that they continue to learn at a good rate. Some pupils stay for only a short time but they are still given very good support during their time in

the school and make very good progress. Analyses of national test results are thorough and provide further information about how well pupils are doing.

56. The school builds effectively on its records and assessment procedures in identifying gifted or talented children and deciding what level of support is required. There is a wide range of school clubs and out-of-school activities that promote pupils' gifts and strengths to a high standard. Gifted or talented pupils lead special assemblies on a regular basis and are given a range of responsibilities. There are opportunities for them to attend maths week-ends, music courses and workshops in the local community.
57. Procedures for monitoring and supporting pupils' academic performance are very good. Subject leaders monitor lesson planning and pupils' work. Each governor monitors pupils' progress in a specific subject. They observe lessons, talk with subject leaders and class teachers and report to the governing body. Monitoring is an integral part of the learning cycle. It highlights strengths and weaknesses and informs future planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. At the last inspection, the school had good links with parents, some of whom helped regularly in school, while others supported the extra-curricular programme very well. This is, overall, still the case, but fewer parents are directly involved in school. This reflects both changing circumstances, in that a greater proportion of parents work, and improved staffing levels in the school, so that the need is not as great.
59. The school maintains good links with the parents and the views expressed in the questionnaire are positive. Parents were very pleased with the standards achieved together with the attitudes of the staff and the values the school sets. The quality of information provided is good. There is regular information about the curriculum, outings and special events, and regular newsletters to ensure that parents are kept up to date. The quality of end-of-year written reports is good. They give clear information about pupils' strengths and areas for development. Termly consultation evenings are well-attended. Parents have the opportunity to meet with staff to discuss their child's progress and the school is always willing to discuss any difficulties as they arise. A few parents expressed concerned over homework, but inspectors found that all pupils have some homework during the week. Parents are informed about the homework programme in advance. Questionnaires are sent out each year to enable the school to learn the opinions of the parents.
60. The school works closely with the parents of pupils with special educational needs and keeps them well informed about their child's progress. Parents have received full information about the new Code of Practice. Pupils' progress is enhanced as a result of the good partnership between home and school. A number of strategies are in place to support this partnership. Parents are encouraged to meet with class teachers and with the co-ordinator for special educational needs when necessary. They know that they can share their concerns with the school and seek guidance at any time.
61. The families of pupils who are learning English as an additional language are fully supported by the school and every effort is made to involve them in their children's learning and other school activities. The co-ordinator of English as an additional language meets with parents to discuss any problems. If required, an interpreter is used to help with communication.

62. The Parents' Association has gone through a period of difficulties but is being reconstituted with a view to arranging further fund-raising activities. There is a good liaison between parents who tend to continue friendship groups after their children have left the school.
63. Few parents go into the school on a voluntary basis to hear children read or provide support for school visits. Many parents work, as seen by children who attend the "Breakfast Club", and the school is otherwise sufficiently well staffed. The impact of parental involvement on the work of the school is satisfactory although many parents are ambitious for their children and provide good support for their learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. When the school was inspected in 1998, the leadership and management were seen to be a strength, providing a clear educational direction for the school. Co-ordinators were very effective. Weaker aspects centred on the involvement of the governing body in curriculum development and monitoring and their engagement with school development planning, together with some minor statutory omissions from the documentation. In the intervening period, the school has made very good progress. Standards have risen. Both the quality of teaching and the curriculum have improved. The effectiveness of management, including the governing body, has improved further.
65. The headteacher and key staff provide the school with excellent leadership and management. The contribution of the headteacher and his deputy to the many improvements and to the progress made in most aspects of the school's work have been considerable. He has a very clear vision for moving the school forward and has created a strong, cohesive and dynamic team who share that vision. The school has a steady, but healthy, turnover of younger staff. The headteacher is skilled at selecting younger teachers with potential. Staff take on subject responsibilities at an early stage. This is a significant opportunity for professional development which is accepted readily by enthusiastic staff.
66. The ethos of the school is very good. This is a learning community which provides very good opportunities for all its members, both pupils and staff. The school inspires its pupils with a love of learning and provides them with the skills, knowledge, determination and independence to enable them to approach their later education with confidence.
67. Subject co-ordinators are a key element in the management. The headteacher devolves considerable responsibility even to relatively new teachers, enabling them to take a lead role in an aspect of the school's work. They work within clear guidelines, are supported well by colleagues and have a high degree of accountability. The quality of appointments to the school and, in consequence, of the subject co-ordination, is exceptionally high and this accounts for the strength and high standards in many of the foundation subjects. Very effective and well-established strategies are in place for monitoring the work of the school. Considerable emphasis is placed upon the professional development of staff. There are very good training opportunities for all staff. Co-ordinators have monitored the quality of teaching in their subjects and contributed to the extension of the skills of their colleagues. They see planning, have identified good practice and have a clear view of the standards being achieved and how these can be improved. They contribute effectively to the school's development plan by evaluating progress in their subjects and producing detailed action plans.

68. The successes of the school have been acknowledged by parents in their responses at the parents' meeting and in their questionnaires. Parents are very supportive of the values of the school and the range and quality of experiences provided. The school has explicit aims, with a clear focus on the raising of attainment, and these are reviewed regularly. The values promoted by the school are strong overall. However, the extent to which the school values parents is less evident. The social dimensions of the community are a strength. An effective partnership exists with other local schools, although links with the attached infant school are no better than satisfactory.
69. The governing body, under the very effective leadership of the chair, is very supportive of the school. There has been significant progress since the last inspection. At that time the two schools on the site had a shared governing body. Since 2000, there has been a governing body exclusively for the junior school. Governors are very effective in fulfilling their responsibilities. They are well-informed about the work of the school and have a clear understanding of its many strengths and remaining areas for development. Most governors visit the school regularly. They are linked to specific aspects of the school's work, such as literacy and numeracy provision and special educational needs. They observe teaching, meet subject co-ordinators and are involved in writing subject action plans. They fulfil their roles well on the committees. Committees are well-established and work effectively, giving due attention to their particular responsibilities. Governors have benefited from training opportunities from the local education authority which have enabled them to contribute soundly to school development. They work very successfully with the headteacher and staff to shape the direction of the school. Legal requirements are met fully. Very good performance management systems have been implemented. The school development plan establishes appropriate priorities overall for the school. It is a comprehensive document, with a wide range of targets, relating to whole school priorities, to individual subjects and to other aspects of the school's work.
70. The leadership and management of special educational needs are very good. It is a significant factor in the good progress made by these pupils. The co-ordinator is ably supported by class teachers, five well-trained teaching assistants and external specialist agencies. Statutory responsibilities for special educational needs and the requirements of the Code of Practice¹ for special educational needs are fully met. The specific grant for special educational needs is used very effectively for its correct purpose. The governor with oversight for special educational needs is very well informed. She frequently visits the school, liaises with the co-ordinator on a regular basis and provides written reports for the governing body. The school works closely with the infant school and with the secondary schools to which pupils transfer, in order to ensure the smooth transition of all pupils, including those with special educational needs.
71. The management of the provision for pupils who have English as an additional language is very good. The co-ordinator knows all the pupils and their families very well and ensures that they are fully supported both in and out of school. Teaching assistants are well trained in their duties and give good quality support to pupils in class and in groups outside the classrooms. Record keeping relating to pupils' language development is very good and is used effectively to target any pupils who are not progressing as well as expected.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act, 2001

72. The number of teachers and education support staff is very good in relation to the number of pupils on roll, and their qualifications are very well matched to the demands of the curriculum. There is a good balance between experienced and younger members of staff. Very good use is made of staff specialisms to enrich the quality of the teaching. Support staff are well deployed and work effectively with teachers in the classroom, where they make a major contribution to pupils' learning and personal development. The number and quality of midday supervisors are sufficient. There are excellent arrangements for the induction of new staff and for the provision of support to newly qualified teachers and student teachers. The school has a very good programme of performance management. Members of staff have been monitored, appraised and given appropriate targets. The in-service training of teachers is also very good. It encourages all members of staff to acquire qualifications that will help them to carry out their roles more effectively. It is systematically planned to match the requirements of the school development plan and to support issues arising from performance management.
73. The school's accommodation has improved substantially since the last inspection, and now matches the demands of the curriculum and the number of pupils well. The library and the information and communication technology suite are well-established and effectively used. The recent development of a music suite and refectory has just been completed and brought into use. As a result, specialist accommodation is good. Some aspects of the accommodation, however, are less good – particularly in meeting the needs of girls. The lavatories and changing arrangements in the block for the Year 5 and 6 pupils lack privacy and are barely adequate. The shared work areas have had little attention. It is important that the school gives due priority to improving these facilities.
74. Overall, learning resources are very good. They are good in science, French, geography and design and technology, and very good in all other subjects. The resources in the library are very good, and very effectively support learning across the whole curriculum. The school plans to upgrade and extend its computer facilities when the current leasing arrangement runs out. From the summer term, the school intends to provide a thirty-place suite, which will enable whole-class groups to be taught together. The school has not yet committed any funding to equipping classrooms with interactive whiteboards.
75. The headteacher consults widely about proposed improvements and the contributions of staff and governors are sought. This leads to the identification of initiatives for improvement. The school's plan for improvement records these proposals and provides precise details of the financial implications. Financial control and office administration are very good. The school makes very good use of computer analysis. The last audit report (2002) contained a number of procedural recommendations; all of these points have been appropriately rectified. Very good use has been made of the additional money made available to the school through specific grants such as that to support pupils with special educational needs.
76. Governors fully meet their responsibilities in relation to budget setting and expenditure is carefully monitored. The governing body evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, through discussion and through analysis of assessment and other data. Governors compare the school's results with national averages and are beginning to look at spending patterns in schools having a similar intake. A desire for high standards and improvement is central. Governors have a good understanding of the strengths and weaknesses of the school. Governors are aware of the need to ensure that money is

spent carefully. Competing quotations are obtained before contracts are issued. The governing body employs principles of best value very well. There is a close link between the budget and planned initiatives.

77. The financial allocation for educating each pupil is slightly above average compared to other London schools. In spite of employing an above average number of staff, the school still manages to generate a healthy surplus of around £40,000 in most financial years. This is what has enabled the school to undertake two major capital projects in recent years. In addition, the school holds significant reserves in its school fund account and is, therefore, very well placed financially. The underspend in recent years has been high and a substantial sum was accumulated to part-fund the recent extension. This sum has now been used and the surplus is now returning to an acceptable level. It is intended that any further savings are used to fund improvements to the building. Funding is used well overall, to promote the academic and personal development of its pupils. Standards achieved by pupils have improved, the quality of teaching is very good, the quality of management is excellent and the improvement made since the last inspection is very good. In relation to the funding available, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. The school has made very good progress since the last inspection and has many strengths. Few weaknesses are indicated in the report. However, improvement could be made in the following area, with a view to raising the quality of the school's work still further;

- 1) Build on the initiatives already in place and the progress made to ensure that standards in mathematics are at least equal to those achieved in English and science by the end of Year 6;

(paragraphs: 2; 5; 31; 88-96)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	25	18	3	0	0	0
Percentage	8	50	36	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	231
Number of full-time pupils known to be eligible for free school meals	44

FTE means full-time equivalent.

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	58

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	21	34	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	20
	Girls	29	27	32
	Total	46	45	52
Percentage of pupils at NC level 4 or above	School	84 (79)	82 (74)	95 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	25	26	29
	Total	42	45	48
Percentage of pupils at NC level 4 or above	School	76 (74)	80 (77)	87 (81)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
103	0	0
0	0	0
17	0	0
4	0	0
1	0	0
3	0	0
3	0	0
16	0	0
5	0	0
2	0	0
14	0	0
17	0	0
14	0	1
8	0	0
5	0	0
13	0	0
6	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: Y3 – Y6

Total number of qualified teachers (FTE)	12.08
Number of pupils per qualified teacher	19.1
Average class size	28.9

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	106

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	579,428
Total expenditure	530,166
Expenditure per pupil	2,295
Balance brought forward from previous year	145,465

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	5.68

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

- *The high carry-forward indicated includes monies already committed for the major building project completed in October 2002. Carry-forward at the end of the financial year in April 2003 is likely to be much reduced - in the region of £40,000.*

- **Results of the survey of parents and carers**

Questionnaire return rate

Number of questionnaires sent out	231
Number of questionnaires returned	205

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	47	47	4	0	2
Behaviour in the school is good.	40	54	3	0	3
My child gets the right amount of work to do at home.	25	55	18	1	1
The teaching is good.	51	45	2	0	2
I am kept well informed about how my child is getting on.	33	47	15	0	5
I would feel comfortable about approaching the school with questions or a problem.	55	39	2	1	3
The school expects my child to work hard and achieve his or her best.	56	39	4	0	1
The school works closely with parents.	30	51	15	0	4
The school is well led and managed.	53	41	1	0	5
The school is helping my child become mature and responsible.	47	48	3	0	2
The school provides an interesting range of activities outside lessons.	66	25	5	0	4

Other issues raised by parents

Approximately 89 per cent of questionnaires were returned.

Few comments were included with the questionnaires. The majority of these were positive, although some parents felt that access to extra-curricular activities was too restricted. Views varied as to the extent to which the school was welcoming to parents.

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

ENGLISH

79. Standards in English are above those expected at the end of Year 6. Attainment in the 2002 national tests was above average both in relation to schools nationally and to similar schools. Both boys and girls achieve at a similar above average level. The percentage of pupils who achieved the higher level 5 was also above the national average. This represents an improvement since the last inspection, when standards matched those expected nationally at the end of Year 6. A key issue for action was the provision of shorter, better paced lessons in English and improving opportunities for teaching phonic skills. This has been dealt with successfully.
80. The attainment of pupils on entry to Year 3 is above the standards expected. This is borne out by their prior attainment in the 2002 tests at the end of Year 2. Pupils make good progress and achieve well. Gifted or talented pupils make very good progress. Pupils for whom English is an additional language make very good progress as a result of focused support. Pupils with special educational needs receive support where necessary and make steady progress overall.
81. Standards in speaking and listening in Year 6 are above those expected for pupils of a similar age. Pupils listen carefully to each other and to adults and respond well to questions and discussions. Planned opportunities for speaking and listening are developed across the curriculum and reading aloud is a regular feature of lessons. Pupils use their voices well to create excitement, suspense or tranquillity. There is a good collection of tapes and listening equipment in the school library which are used well to support English and literacy development. During group reading sessions, pupils experience a wide range of carefully selected books, stories and poetry, which they are encouraged to discuss. As they progress through the school, they evaluate texts with developing confidence and maturity. There is a strong emphasis on the use of subject specific vocabulary in all lessons. Drama and role play provide a range of contexts for formal and informal speech.
82. Standards in reading in Year 6 are above those expected for pupils of a similar age. Their enthusiasm for reading is a strength of their learning. Most pupils in Year 6 are independent and reflective readers. All pupils have access to a well-stocked library and a wide range of texts. Class teachers and the school librarian introduce pupils to the classification system. Pupils are responsible for recording the books they borrow on the computer. Research and referencing skills are taught from the age of seven and older pupils develop the skills of skimming and scanning books and the use of the Internet for research. They are able to appraise a text quickly and effectively and evaluate its usefulness. Most pupils in Year 6, and particularly members of the poetry club, identify and describe the styles of individual writers and poets. They use knowledge of word formation and word derivations to construct the meaning of words in context. More able pupils distinguish between implicit and explicit points of view. They analyse how mood, feelings and attitudes are conveyed, using inference and deduction and making reference to the text. They have strong personal preferences for authors and types of text and express a personal response to literature, identifying how and why they are affected by the text.
83. Standards in writing in Year 6 are above those expected. The school's focus on writing has had a positive effect on raising standards. The emphasis on different styles of writing in other subjects has proved particularly beneficial. Most pupils in

Year 6 write independently for a sustained period. They achieve high standards as they plan, draft and revise their own writing. They use complex sentences confidently, with appropriate grammatical sequence, connectives and punctuation. Pupils brainstorm their ideas in groups, and use paragraphs, headings and bullet points to present their ideas. They use a range of narrative forms. Many pupils are particularly good at writing poetry using different poetic forms, rhyme and figurative language. They write non-fiction for a range of purposes. The school places strong emphasis on spelling. Most pupils can apply basic spelling rules, spell regular multi-syllabic words and build words by reference to meaning. The school insists that handwriting is legible, joined, correctly formed and neatly presented. Pupils demonstrate an understanding of the conventions of page layout for a variety of forms, using print and ICT. The school has been very effective in developing opportunities for pupils to use their writing skills across the curriculum and this is developed particularly well in science, history and geography.

84. The National Literacy Strategy is implemented very well. It provides the structure for the progressive development of pupils' skills, knowledge and understanding. The most effective literacy hours integrate the study of spelling, grammar and punctuation into the teaching of texts. In two excellent lessons in Year 4 and Year 6, teachers based work on the poems of Michael Rosen and Roger McGough, respectively. The texts were shared and followed by class discussion of text features and meaning. Pupils enjoyed the expressive readings of the poems by teachers and selected pupils, and teachers built on this enjoyment to improve pupils' understanding of vocabulary, nuance and the ideas in the poem.
85. The subject contributes to pupils' spiritual development through the appreciation of the writings of others and the expression of pupils' own thoughts and feelings, in speech and writing. Group and paired work and class discussion aid social development. The study of texts from a range of countries and cultures enhances cultural development. Moral issues are considered as they arise.
86. The quality of teaching and learning is very good. A positive climate for learning prevails. Pupils are interested, enthusiastic and motivated. Teachers' very good planning, subject knowledge and teaching of the basic skills lead to the progressive development of pupils' understanding, knowledge and skills. Very effective teaching methods engage and retain pupils' interest and concentration. Work is planned to accelerate the learning of more able pupils. Teaching assistants provide very good support to pupils who experience difficulties. Homework is used very well to consolidate and extend the work in the lesson.
87. The leadership and management of English are very good. The subject leader has a very clear vision for the development of English and a commitment to high standards. He has established very good whole school systems which ensure that pupils have access to a wide range of experiences. The subject is well funded and maintains a high profile through events such as book weeks, visits from authors and theatre groups, and school productions. Procedures for assessing pupils' attainment and progress are good and pupils are involved in their own assessment.

MATHEMATICS

88. At the last inspection, standards in mathematics were average at the end of Year 6. Standards have remained broadly average in relation to schools nationally during the intervening period, although the proportion of pupils achieving the expected level 4 or above has continued to rise and the percentage doing so in 2002 was the highest yet recorded. Standards in 2002 were above average in relation to similar schools. Of

the Year 6 group in 2002, more than a quarter had entered the school with relatively low levels of attainment mathematically. The great majority of them made at least satisfactory progress during their time in the school. A smaller proportion of Year 6 pupils achieved the challenging level 5 in mathematics than in English or science, however, and this kept the overall performance within the average category. The key reason why performance in mathematics appears to lag behind that in science, or, particularly, English, is that the benefits of the numeracy strategy have yet to work their way through the school. Year 5 pupils, the first cohort of pupils who have had the benefit of the numeracy initiative throughout their time in the school, are currently performing at an above average level – and not only those in the higher teaching set.

89. Year 6 pupils are attaining average standards at present. Almost two-fifths of the current year group had relatively low levels of attainment in mathematics when they entered the school in Year 3. Standards at entry are rising. For example, in the current Year 3 intake, half the pupils achieved the higher level 3, while only a small number were working below the level expected. This is an improved picture. Progress is rising steadily, supported by the school's decision to group pupils by ability. In the context of the high quality teaching across the year groups, the school is now well placed to improve progress further and to raise the proportion of higher level attainment. There is an increased awareness of providing for pupils with particular gifts in mathematics. Although there is some variation from year to year, boys tend to perform particularly well in mathematics, almost always at a higher level than boys nationally.
90. In Years 3 and 4 pupils develop confidence in basic number operations and begin to cope successfully with number tasks which are embedded in word 'problems'. Most pupils have good recall of a range of tables and number bonds. They understand and use function machines, identify fractions and percentages of shapes and calculate equivalent fractions accurately. They accurately match decimals to their fraction equivalent. They recognise two- and three-dimensional shapes and their key attributes. Overall, these pupils are appropriately challenged in mathematics and make at least satisfactory progress. They have good opportunities to develop independent recording skills.
91. Progress is particularly good in Year 5. Pupils cover work very thoroughly, showing steady progress in their number skills. They calculate perimeters of shapes, measure angles accurately and manipulate negative numbers. They know how to check their number work through use of the inverse operation. Higher attaining pupils have more advanced work and make brisk progress. During the inspection they were looking at methods of recording complex word problems in mathematical procedures, using brackets. A good feature for the higher attaining pupils, both in this year group and elsewhere across the school, is the provision of challenging investigative tasks to encourage them to develop their mathematical thinking. Indeed, a significant proportion of recorded work is focused on the development of a strategic approach to calculation and problem-solving, the necessary 'thinking skills' which would enable pupils to approach mathematical problems with confidence.
92. In Year 6, pupils, particularly the higher attainers, use a wide range of number strategies. Higher attaining pupils confidently and accurately work out long multiplication and division calculations. They understand ratio, can manipulate negative numbers, use co-ordinates in four quadrants, and draw and interpret conversion line graphs accurately. There is good evidence of opportunities for able pupils to work on higher level topics. For examples, able Year 6 pupils were involved in an investigation on sequences. Working independently, pupils approached the task

in a systematic way and were able to make informed hypotheses as to the pattern they felt were emerging.

93. There are good opportunities for data-handling, presenting information in a variety of formats. This is a particular strength in science where results are recorded systematically and subsequently displayed as graphs and charts.
94. The quality of marking is good overall. Occasionally there are too few developmental comments indicating how pupils can develop and improve their performance. The school has implemented the Numeracy Strategy well, although the full benefits are only now reaching the top of the school. Pupils' mental skills are developing well. They enjoy being challenged. A key strength in the best lessons is the good pace which teachers sustain. This promotes good progress and improves pupils' learning. Occasionally, however, teachers allow the pace to be lost, particularly during group activities, making it more difficult to hold pupils' attention and interest.
95. Teaching is very good overall through the school and achieves a high level of consistency from year to year. Teachers use the end-of-lesson feedback session well to check pupils' learning. Most teachers use questions effectively to extend pupils' thinking. In particular, questioning is effective when it challenges pupils to analyse their strategy and to explain this to the group. Teachers create many opportunities to extend numeracy skills across the curriculum. This is a particular strength in science, but there is evidence also in geography and design and technology. There is good use of information and communication technology to support pupils' learning in mathematics, particularly with the recent introduction of a daily mathematics reinforcement programme. The use of assessment information in mathematics is good. A range of tests and assessments gives teachers a clear view of what pupils have achieved and still need to do.
96. The co-ordinator provides good leadership. She has had opportunities to monitor teaching. She has a good grasp of the standards being achieved and has a good overview. There is some evaluation of pupils' written work, although there is scope for increasing monitoring at this level. Resources are very good in both range and quality. The subject benefits from the good availability of well-prepared learning support staff who deal effectively, overall, with those pupils who have special educational needs. As a result of the support available, and the overall rigour of the teaching, these pupils, like the others, make steady, but improving, progress overall. Improvement since the last inspection has been good, overall.

SCIENCE

97. Attainment in science is above the national average for pupils at the end of Year 6. Standards are also higher than those found in similar schools. The results of the 2002 national tests showed that half the pupils reached a level above that expected for their age, which is well above the national figure. Very careful planning of lessons, very useful assessment procedures and very good teaching have been the main factors in improving standards year on year. Both boys and girls perform at a higher level than boys or girls in schools nationally. There has been a very good improvement in the subject since the last inspection in 1998. The quality of teaching has improved considerably and is now very good, standards have risen and all pupils now have a very good attitude to their work.
98. Pupils make particularly good progress in experimental and investigative work. They are given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to

improve their knowledge and understanding of the subject as well as making their work more interesting, enjoyable and relevant. This was clearly seen in an excellent Year 5 lesson where pupils were finding out which substances dissolved in water. Pupils worked with tremendous enthusiasm and concentration throughout the lesson using stopwatches to time their investigations to ensure they were fair. The atmosphere was superb and the pupils thoroughly enjoyed the work making great strides in their learning. By the time they leave the school, pupils of all abilities, including those with special educational needs and those with English as an additional language, have achieved well in science – particularly in the practical and investigative tasks. Where necessary they are supported well in class. Science makes a good contribution to numeracy skills because pupils produce tables and graphs to display their findings and measure time, distances and forces in their investigations. Literacy is also helped when pupils write reports about their experiments, and teachers often include other aspects of literacy, such as poetry, in their lessons. For instance, Year 4 pupils, whilst studying light, wrote some good quality poems about shadows. The use of information and communication technology in science is developing, particularly in data handling and using graphs correctly to display the results of investigations. Pupils use CD Roms for research or to reinforce their learning. For example, Year 6 pupils use a CD Rom to find out facts about the human heart and how it works. To date, pupils have had few opportunities to use sensors in their experiments and this is an area the school has identified for future development.

99. By the end of Year 6 pupils have a good understanding of the need for fairness in their scientific investigations. They conduct a wide variety of experiments and know that only one variable can be changed at a time or their results could be inaccurate. For example, when studying forces acting on parachutes of different sizes they know that it would be unfair to change other factors such as the height from which it is dropped. Pupils have a very good knowledge of all aspects of science and have accumulated a thorough knowledge of various life processes, materials and forces by the time they leave the school. Their scientific vocabulary is extensive and they use it correctly in their reports and discussions. As they move through the school their body of knowledge is systematically built up through a good balance of direct teaching and experimental work. All pupils make good progress which is visible in many areas of science work. For example, younger pupils in Year 3 know how to construct a simple circuit; by Year 5 they construct more complex circuits, test materials for conductivity and use a variable resistor to control the brightness of a bulb. Careful planning to ensure that knowledge and skills are built up progressively successfully ensures that pupils learn at a good rate and constantly revisit aspects of science to consolidate their knowledge and move swiftly on to a greater understanding. Pupils have been thoroughly taught all aspects of the science curriculum by the time they reach the end of Year 6 and, with the emphasis on practical and challenging activities, develop a questioning approach that is the mark of a true scientist.
100. The quality of teaching is very good, with all teaching good or better. This is a very good improvement since the last inspection when teaching was judged to be good in only half the lessons with some unsatisfactory teaching observed. Teachers in each year group plan their lessons carefully together, enabling them to share ideas and expertise as well as ensuring similar coverage of the curriculum. Teachers manage their pupils very well and have high expectations of both work and behaviour. These high expectations were clearly seen in a very good Year 4 lesson about light where the pupils were challenged to do their very best work and given interesting resources and activities to stretch their thinking. All pupils responded very well to this approach and worked in a very purposeful and focused way to discover which materials were

opaque, transparent or translucent. All pupils in this class made very good progress during the lesson and, at the end, explained confidently that some translucent materials let more light through than others. Teachers have very good subject knowledge that enables them to make useful teaching points and help their pupils learn new concepts securely. Pupils develop a mature attitude to their work as they move through the school and are very keen to succeed. They respond very well to the particularly good teaching they receive and their behaviour is invariably good or better. Homework is used well to help pupils learn more about the topics taught and to reinforce what they learn in lessons.

101. The management of science is very good. Planning is very carefully monitored to ensure that the curriculum is covered at the correct level. Assessment procedures are very good and are used most effectively to identify individuals and groups of pupils in need of further support. Test results are analysed in detail to find any aspects of the curriculum that require development. For instance, it was found that data handling and interpreting graphs was not as good as required and this has now been tackled. The keeping of a logbook to record the work of the co-ordinator and all significant events and initiatives is extremely useful because it ensures continuity in management as well as providing a clear picture of the subject for governors and senior management.

ART AND DESIGN

102. The attainment of pupils in art and design in Year 6 is above the standard expected for pupils of this age, as it was at the last inspection. Pupils with special educational needs make good progress. Pupils for whom English is an additional language make very good progress, through the use of visual images which surmount language difficulties. Gifted or talented pupils make very good progress. There is no significant variation between the work of boys and girls. All pupils achieve well. The value placed on pupil achievement and high standards of work is reflected in the high quality of the work on display.
103. Sketch books are used very well as a visual resource. Drawings and paintings are developed from initial sketches. Information and communication technology is used well to research the work of great artists, such as Klee and Picasso in Year 3, Van Gogh, Botticelli and Claude Monet in Year 4, William Morris in Year 5 and Rousseau and Cézanne in Year 6. There is a clear development in pupils' understanding of form, tone, texture and pattern. Pupils refine their skills in mixed media drawing, fine brushwork, perspective, printing techniques, collage, sculpture and ceramics. During the inspection, pupils in Year 3 developed their skills in line drawing and shading during close observational drawing of a violin. Following a recent visit to the National Gallery, pupils in Year 4 were introduced to the style of Botticelli and shaded with their sketching pencils to build up colour when matching the other half of a given picture. Year 5 pupils used their sketch books very effectively to collect information from real life, successfully making close observational drawings of carnations, roses, lilies and chrysanthemums and drawing inspiration from a display of the work of William Morris. Pupils in Year 6 were introduced to figure drawing by looking at images. They learned how to make quick sketches of the human figure in action, so improving their sense of proportion.
104. Teaching and learning are very good, as demonstrated in the lessons observed and the quality of pupils' work, over time. Teachers' very good subject knowledge and planning are instrumental in pupils' very good learning. Basic skills are taught very well, leading to the progressive development of pupils' understanding, knowledge and skills. Teachers' high expectations inspire pupils to apply creative effort to their

work. Effective teaching methods engage their interest and concentration. Pupils reveal a very good knowledge of their own learning and show respect for the ideas and work of others. Teachers make very good use of assessment to ensure that pupils' learning is moved on at a brisk pace. Pupils are managed very well, enabling maximum use to be made of time and resources. Pupils enjoy freedom to experiment and express their own ideas.

105. The quality and range of learning opportunities are very good. The scheme of work is a high quality document which gives full guidance to teachers. This enables them to deliver a broad and interesting curriculum. Pupils' spiritual development is enhanced by the appreciation of works of art and the expression of their own feelings in art,. Their social development is promoted through discussion, group and paired work, research on the computer and appraisal of each other's work. Art makes a very good contribution to pupils' cultural development through the study of Viking art in Year 3, Renaissance art and Tudor art in Year 4, Ancient Greek and Asian art in Year 5 and environmental art in Year 6. Pupils' literacy development is enhanced through discussion and research and they use their mathematical knowledge of shapes in creating patterns.
106. Leadership and management of the subject are very good. The subject leader is artistic and talented, as are several other members of staff. She has a clear sense of educational direction and the school's aims and values are reflected in the work of the subject. Procedures for assessing pupils' attainment and monitoring progress are well established. The subject leader has an overview of teachers' planning and pupils' work and is developing a portfolio of work for each year group, levelled to National Curriculum standards. She gives good support and guidance to colleagues. Resources are very good and are used well.

DESIGN AND TECHNOLOGY

107. Standards in design and technology by the end of Year 6 are above those expected nationally. This represents an improvement since the last inspection, when standards were in line with those expected. All pupils achieve well, primarily because of the rigour of the teaching and the high expectations. Talented or gifted pupils make very good progress. Pupils for whom English is an additional language also make very good progress, while pupils with special educational needs make good progress.
108. There is a consistent approach to planning, designing, making and evaluating products. Finished products are of a high standard. Pupils in Year 6 demonstrate a growing ability to evaluate, adapt and improve their work. During the inspection, pupils in Year 3 created a base for a glove puppet using papier mache. The design for the puppet was based on a character in a traditional tale. They recorded the early stages of making, referring to successes and further developments. Pupils in Year 4 learned to recognise the movement of a mechanism within a toy or model by examining high quality models of toys and identifying which parts move and what sort of movement is produced. By the end of the lesson, they understood how a cam mechanism changes rotary motion into linear motion, in preparation for designing and making moving toys. Pupils in Year 6 are preparing to make fairground rides using control consoles to program them. In the lesson, the teacher ensured that they were able to use a motor in a simple circuit. They investigated how the direction of rotation and speed of the motor can be controlled using a pulley and belt.
109. Teaching and learning are very good. Teachers show very good knowledge and understanding, and designing and making skills are taught well, ensuring that pupils'

acquisition of knowledge, skills and understanding is very good. Lessons are planned well. Teachers have high expectations and ensure that all pupils understand what they have to do and what they are expected to achieve. Pupils are managed very well. Very efficient use is made of time and resources and ongoing assessment ensures the active involvement of all pupils. Pupils are expected to evaluate their products and identify and carry out improvements. They have a very good self-knowledge of their learning as a result. Most pupils show a concern for quality.

110. The quality and range of learning opportunities are very good. The grouping of pupils and collaborative work both make active contributions to pupils' social development. Accurate measuring at the making stage develops pupils' mathematical skills. Discussion and written evaluation of their products contribute to pupils' literacy skills.
111. The subject is very well managed by a new and enthusiastic subject leader. She is currently undertaking rigorous training in the subject and uses her experience for the benefit of the school. She monitors pupils' work and teachers' plans. The procedures for assessing pupils' attainment and progress are very good. Assessment information is used well to inform curriculum planning. Portfolios of pupils' work, levelled to National Curriculum standards provide a record of the standards attained. Learning resources are of good quality and are used well. The action taken to meet the school's targets is good, as are the school's priorities for development, including greater emphasis on food technology.

GEOGRAPHY

112. Attainment in geography is above that expected for pupils by the end of Year 6. It is higher than what is found in the majority of schools nationally. This is a good improvement since the last inspection when standards were judged to be similar to those found nationally. Improvements have also taken place in other areas such as resources, which are now good and fully support the planning and teaching of the subject. A major strength of the subject is the residential provision for pupils in Years 4, 5 and 6. On these trips pupils have many first hand experiences that not only improve their skills in aspects such as mapping but also give them a real flavour of life in other places. They include a Year 6 journey to France where the pupils find out a great deal about the locality and are introduced to the local cuisine by eating oysters. Pupils make good progress in learning about the world and in their geographical skills through a well-planned programme of work that is designed to interest and challenge them. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates because they receive well focused support from their teachers, teaching assistants and their peers.
113. Pupils in Year 3 are introduced to map work through looking at plans of their classrooms and then the school and its grounds. This is developed in Year 4 where pupils learn to use map references successfully, know standard Ordnance Survey map symbols and can follow a route on a map. They also have the opportunity to take part in an orienteering session and a village study during their trip to Holmbury St. Mary. Year 5 pupils move on to using atlases and globes to study the wider world in great detail including the major oceans, continents, rivers and capital cities. Their annual school journey to Wales further develops their map reading skills and a study of limestone caves increases their understanding of geology. By the time pupils reach the end of Year 6 they are competent map-readers and have a good knowledge of the countries of the world including in-depth studies of India, St. Lucia and France. They also have a good understanding of some global environmental issues such as the depletion of the rainforests.

114. The quality of teaching is good. Work is well planned and supported by the use of good quality resources to interest and inspire the pupils. Lessons are often imaginative and grab pupils' attention. For example, in a good Year 4 lesson about the course of a river, the teacher used a long strip of blue paper to represent the river and then had the pupils label the various parts and features. This they did with enthusiasm and learned the correct vocabulary and a great deal of new information in a most enjoyable way. Teachers manage their pupils well and create a calm and purposeful working atmosphere that results in good levels of concentration and high quality work. Work in geography is also successfully linked to other subject areas. For example, poetry and music are sometimes incorporated into lessons to help evoke a mood and focus the pupils on the subject being studied. In one lesson a beautifully written poem by an ex-pupil about a river becoming polluted was used to great effect and resulted in much thoughtful discussion by pupils.
115. The management of geography is very good. The co-ordinator's log book details all the initiatives and work in the subject and is a very useful tool to support monitoring and also continuity in management. Any new co-ordinator is able to follow the developments in the subject over the years.

HISTORY

116. Attainment in history by the end of Year 6 is above what is found in the majority of schools. This represents a good improvement since the last inspection when standards were judged to be similar to those found nationally. The very good teaching, high quality resources and excellent use of the school grounds and surrounding area make history come alive to the pupils, and the work they produce is of a consistently high standard. Pupils achieve well and all, including those with special educational needs and those with English as an additional language, make good progress both in their knowledge of history and their research skills as they move through the school.
117. By the end of Year 6 pupils have studied in depth a range of periods of history in this country and abroad and have a good sense of chronology. Through their research, using all manner of interesting resources including some original newspapers from the time, they have a clear understanding of the causes and the course of the Second World War. This research includes the lives of ordinary people and the experiences of children evacuated from the cities. The research into the lives of the evacuees is greatly enhanced by first-hand accounts by visitors to the school who had been evacuated. Younger pupils in Year 3 know about invaders of Britain such as the Romans and Vikings and use a time line successfully to put events in the correct order and gain some insight as to how long ago these events happened. In Year 4 pupils' work on Ancient Egypt is of a particularly high quality and shows a great interest in all aspects of life and death in those times. Pupils are actively encouraged to learn and use a good range of skills in their studies. For example, they make super models of tombs, complete with artefacts and wrap dolls to show the mummification process. CD Roms, the Internet, books, artefacts and pictures are all used effectively in their research and the displays of their work are eye-catching. Year 5 pupils know a great deal about the school site and the Flower family who used to live there. Through very thorough investigations based on census reports, archaeological digs in the grounds and many other sources of information.
118. The quality of teaching is very good. This can clearly be seen in lessons, in the quality of work in pupils' books, the many super displays and in the enthusiasm for the subject that is generated in the pupils. Teachers plan their lessons very well and

put a great emphasis on the pupils learning to be historians rather than just soaking up facts. The range of approaches they use when planning the work about a particular period or event is very good indeed and serves to make the work more interesting as well as challenging for the pupils. Pupils respond very well to this approach and work very hard in lessons and at home to produce good quality work. Relationships are very good and pupils work very well together. For example, in a Year 6 lesson researching the start of the Second World War, the pupils worked together extremely well in small groups looking at genuine newspapers and sharing their ideas and findings very sensibly, as well as taking great care with the delicate papers.

119. The management of the subject is very good. The co-ordinator is extremely knowledgeable and the whole school is captivated by his boundless enthusiasm. He has put together a very good range of resources for teachers to use in lessons, including many based on his own extensive knowledge of the history of the school site and the local area.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards in information and communication technology by the end of Year 6 are above those expected nationally. This represents a good improvement since the last inspection when standards were average, with pupils making steady progress across the school. Pupils now achieve well, including those with special educational needs and those with English as an additional language.
121. The significant improvement in standards is the result of a systematic approach to pupils' skill development, enhanced by the establishment of an ICT suite. This is now used very effectively to promote pupils' understanding and the sequential acquisition of subject knowledge and skills. Rising standards are also supported by the many pupils who have good access to computers (sometimes several!) at home. The school has made good progress in improving the cross-curricular use of ICT and this is now a developing strength, though there is further work to do. Individual computers in classrooms often lack the capability of handling some of the software teachers now wish to use and this restricts their use. More often than not, these machines are idle during lessons, with pupils using the teacher's laptop. This situation is likely to improve with the installation of the new set of high-specification computers, due to be operational by the beginning of the summer term. Machines currently in use in the suite will then be dispersed to classrooms for use as necessary.
122. By the age of 11 pupils are able to load and save material, insert clipart and organise information in different forms. In most classes, they use the computers regularly and their familiarity with computers is reflected in their work across the curriculum. Pupils undertake regular word-processing from Year 3, and there are many examples of creative writing on display. Within ICT lessons, Year 3 pupils have confidently manipulated text, changed fonts and colour, added graphics for titles and inserted artwork illustrations. Year 4 pupils have used an encyclopaedia program for research and produced a high quality Egyptian newspaper front-page, using imported graphics. This has supported both their work in literacy and in history. They have successfully tackled more advanced work in Year 5, using a digital camera to take photographs and then importing the photographs to their text. Year 6 pupils have successfully used 'PowerPoint' to produce a presentation relating to their topic on 'World War Two'. To complete this, pupils had to undertake relevant research on an aspect of the wartime experience and this involved the use of the Internet and search engines. Pupils were able to demonstrate their presentations and could speak

knowledgeably about the use of the program and confidently demonstrated the use of the effects available in the program. In most year groups, pupils enhance work in mathematics through data-handling, database or spreadsheet work. A new support program for mathematics has just been introduced. This will be accessed on a regular basis by all pupils once it is fully operational. During the inspection, ICT was being used imaginatively to support learning in French and science, geography in Year 4 and history in Year 5. Pupils confidently make regular use of a digital camera to record school events.

123. Pupils were observed learning to programme a directional toy in Year 3. In Year 4, pupils were learning to make the connection between the floor turtle and the screen version - Roamerworld - with the intention of building a procedure which will enable them to model the movements of the turtle on screen. Year 6 pupils were using control consoles with a view to controlling the fairground rides which they were constructing in design and technology.
124. Pupils' attitudes to computers are very good. They listen attentively to instructions and act upon them enthusiastically. Pupils throughout the school are very well behaved whilst on task and show great interest in their work, sustaining concentration well. They work hard with limited need for supervision. They help each other very well and those with special educational needs benefit from the support of their peers as well as that of the teacher or helper. Pupils treat equipment with respect.
125. Teaching and learning are very good. Two full lessons were observed during the inspection. Pupils are taught in half-class groups. At present all lessons in the suite are taken by the specialist teacher who co-ordinates the subject. Her planning is very thorough, and she evaluates all lessons in detail. She has very good subject knowledge and high expectations of what pupils could achieve. She communicates with pupils very successfully and manages them effectively. She evaluates pupils' progress constantly and has a very good overview of the progress being made by individual pupils in lessons. Other staff are currently undergoing training to update their skills.
126. The co-ordinator is very effective. She has implemented comprehensive schemes of work, together with assessment and tracking systems. Resources are already good, and will be improved further when the suite is upgraded. All staff have school laptops to use in their planning and administration. However, the school has been slow to provide opportunities for staff to develop their skills in the use of interactive whiteboards. Nonetheless, ICT has an increasingly high profile in the school.

MODERN FOREIGN LANGUAGES

127. The school enriches the curriculum successfully by teaching French. Pupils in Years 3 and 4 have the opportunity to join an extra-curricular French club. French forms part of the curriculum in Years 5 and 6 and this provides a good foundation and prepares pupils well for further study in their secondary education.
128. Standards are in line with what would be expected of early language learners by the age of 11. Pupils give short, simple responses to what they see and hear and they understand a range of familiar statements in the foreign language. They acquire an appropriate basic vocabulary relating to familiar events, foods, animals, weather, numbers and the seasons. They copy words and phrases correctly and speak with readily understandable accents.

129. Pupils work very well with one another and with their teachers. They try hard in lessons and take pleasure in producing good pronunciation and accurate written work. They are enthusiastic learners, keen to contribute. They move from one activity to another without fuss and show a mature attitude to their learning.
130. Teachers conduct lessons at a lively pace. They use a variety of styles including whole-class questioning, pair work, group work, language games and class repetition. They use tape recorders and visual aids to give life and vitality to lessons so that the pupils' interest is maintained and their motivation to learn is good. Teachers' own use of the language is good, and this provides an appropriate model of pronunciation and intonation for pupils. Teachers are aware of pupils' special educational needs and provide appropriate extra support where needed.
131. Pupils use a range of up-to-date resources. Their cultural development is well supported through this subject area. Activities are enhanced significantly through the annual residential visit to France in the summer term.
132. Leadership and management are very good. The subject co-ordinator monitors the subject closely, provides detailed planning for colleagues to ensure consistency of provision across year groups, regularly reviews what is taught and ensures that appropriate resources are available. Teachers use assessment information well to ensure that pupils make the best possible progress in the limited teaching time available. They evaluate their planning regularly.
133. Improvements since the last inspection include the provision of more resources for French, revisions to the curriculum and a further improvement in the overall quality of teaching. This is now very good.

MUSIC

134. Standards in music are well above those expected nationally. This is particularly so in singing and performing, where standards are often exceptional. The singing by the school choir is of a high standard and greatly enjoyed by all who hear them. The improvement since the last inspection is very good, because standards have risen despite the necessary focus on literacy and numeracy skills. Pupils are encouraged to be involved in the many extra-curricular activities provided, including the choir, orchestra and drumming group. There are also very good opportunities for pupils to have tuition in playing an instrument from a visiting specialist. Brass, string, guitar and woodwind tuition are available and nearly 60 pupils from all years take advantage of this provision, attaining high standards in reading standard notation and performing. Many go on to take external grade examinations and successfully attain grades one and two. The choir accommodates pupils of all abilities and is a popular activity with over 50 pupils regularly attending after school. All pupils make very good progress as they move through the school, including pupils with special educational needs and those with English as an additional language, because they are so well taught in lessons.
135. By the time pupils leave the school they are able to compose their own musical pieces successfully, using tuned and untuned instruments. All pupils read simple standard notation accurately through learning to play the recorder. They perform with sensitivity and due regard for an audience and many are skilled in playing a variety of instruments. The African drumming is of a high standard and is an aspect that raises the profile of music both in the school and the wider community as well as making a significant contribution to the cultural development of the pupils. In Year 3 pupils listen to excerpts from famous pieces of music such as 'The Carnival of the

Animals' by Saint-Saens. After identifying the parts representing the elephant and the aviary, they then compose, as a class, a piece to show a swan. The final performance was very good and sensitively performed by all. Pupils in Year 4, after looking at two pictures and listening to two contrasting pieces of music, use instruments of their own choice to build up a sound picture that successfully represents the scene they have been given. Year 5 pupils build on the skills they have learned over the years and bring them together in composing and performing to a high standard. In one excellent lesson seen, after the initial stimulus of listening to 'Mars' from the Planets Suite by Holst, they invented a planet of their own. They gave it specific attributes and composed a piece with good control of dynamics and carefully considered tempo for the desired effect. The use of information and communication technology by pupils in their work, particularly for composing, is an area identified by the school for further development.

136. The teaching of music is predominantly by two specialist teachers and instrumental tutors. It is very good indeed with some being of the highest quality. This means that pupils are given many good quality experiences and learn new skills very effectively. Teachers manage pupils very well and relationships are particularly good. Behaviour in lessons is very good and pupils thoroughly enjoy the work provided. Teachers often record pupils' compositions so that they can evaluate their performance and suggest ways to improve it next time. Teachers have very high expectations of pupils and plan work at a level to move all pupils on to the next stage in their learning. Lessons are brisk and well focused with time being used well to maximise learning opportunities. For example, in a very good Year 3 lesson composing 'swan' music the teacher kept the pupils concentrating so that the available time was used efficiently. By the end of the lesson all pupils performed their section successfully and with obvious enjoyment.
137. Leadership in music is very good. The subject is very well organised and has a high profile in the school. School concerts are very good and much appreciated by parents and other visitors. As well as Christmas concerts there is a musical evening each year to give pupils learning an instrument the opportunity to perform to an audience. Resources are very good and fully support the work of both teachers and pupils. Many resources are from other countries and give pupils an insight into the range of musical styles around the world. Music is a great strength of the school.

PHYSICAL EDUCATION

138. Standards in physical education by the end of Year 6 are above those expected for pupils of this age. This is a similar picture to that described at the last inspection. The physical education curriculum is broad and, taken alongside the extensive extra-curricular and residential provision, significantly enriches pupils' opportunities. All pupils, including those with special educational needs and those with English as an additional language, make good progress. Those with particular sporting talents have the opportunity to make very good progress on account of the range of activities, the level of expertise available and the commitment of the school to providing for the needs and talents of individuals.
139. A range of activities was observed, although the majority of lessons were in gymnastics. Pupils across the year groups were observed using the apparatus in the hall. The quality of work observed improved steadily through the age range. The youngest pupils performed a variety of balances on the apparatus, using different parts of the body. They devised a range of simple balances and began to link them in movement sequences. By Year 6, there was a significant improvement in overall quality of performance. Here, one boy could achieve a challenging two-point bridge

balance on a gymnastics table, while a group of four developed a series of interlocking bridges around the table. The majority of these pupils were very competent in terms of their performance, their ability to modify techniques and to set themselves appropriate challenges. A weaker aspect was their analysis of the work of others – largely because few opportunities were provided for them to do so.

140. A dance lesson was observed in Year 4. Atmospheric music by Smetana and the reading of a poem about a river were effective stimuli to the movement and also made links both to current geography studies and to ongoing work in literacy. The teacher selected small groups of pupils to demonstrate the stages in the life of the river. They demonstrated the life-cycle of the river, using the floor space well and showing a mature response, both in their interpretation and concentration and when given the opportunity to evaluate the work they have presented. They extended themselves confidently and co-operated well with their fellow pupils. Here, as is the case in other elements of the subject, pupils' social development was promoted very effectively.
141. The provision for games is very good. Games' skills are promoted well through the curriculum and, for the older pupils, there are many opportunities for competition in the successful football and cricket teams, as well as netball, cross-country and swimming. In the single games lesson observed, Year 6 pupils were being introduced to basic techniques of stick work and ball control in hockey. This was a successful session, with good progress made as a result of the skilled teaching and the very positive attitude of the pupils.
142. Swimming is a significant strength. Pupils have the opportunity to swim throughout Years 3 and 4 and for half the year in Years 5 and 6. This is a more extensive provision than most schools provide. Standards are high as a result. Many pupils have already achieved the expected standard (twenty-five metres unaided) in Year 3; very few pupils leave school in Year 6 unable to swim.
143. Teaching and learning are good. There is an effective focus on the development and extension of pupils' skills in all elements of the subject. The good teaching is underpinned by the fact that several staff have specialist training in physical education. Their subject knowledge is very good and they plan well to meet the needs of pupils. Basic skills are taught very well. High expectations encourage pupils to try hard and to be motivated to achieve well. Pupils are managed with skill and confidence. Teachers constantly assess pupils' progress. They are not always consistent in providing opportunities for pupils to develop their skills in evaluating the qualities of their own performance or that of others. The effects of exercise on health are not referred to enough.
144. The co-ordinator provides very good leadership for the subject and has a clear sense of direction. He has developed good quality planning for colleagues and provides a range of lesson ideas upon which staff can draw. He had ensured that staff are sufficiently confident in their subject knowledge to be able to achieve good standards across the full curriculum. However, the school makes good use of the expertise available so that specialist staff take physical education lessons in other classes, wherever possible. This allows teachers to work to their strengths and enhances provision for all pupils. The school is very well resourced for physical education and makes good use of the resources available.

RELIGIOUS EDUCATION

145. The attainment of pupils in religious education in Year 6 is above the standards expected for pupils of this age. All pupils achieve well. Pupils with special educational needs make good progress towards their individual targets. Pupils for whom English is an additional language make very good progress. Gifted or talented pupils similarly make very good progress. There has been a very good improvement since the last inspection when standards and progress were satisfactory. Within religious education, the school makes effective use of the diverse cultural and faith backgrounds of its pupils.
146. Pupils in Year 6 have a basic understanding of the central features of Christianity, Judaism, Islam and Buddhism. They compare elements in their own experience with related elements in the experience of others. Teachers draw upon the knowledge and experience of pupils of different faiths within the class. During the inspection, pupils in Year 3 showed reverence and respect for Muslim belief as one of their Muslim peers talked about the importance of the Qur'an to Muslims. They were amazed to discover the similarities with Christianity as they listened to passages from the Qur'an, translated into English, which referred to belief in one God who is merciful, the creation story, Adam and his wife, and the words, 'Peace be with you'. Year 6 pupils increased their knowledge of the Sikh initiation ceremony. They showed great interest as one of their Sikh peers described how his name was chosen from the Guru Granth Sahib, the sacred book, at a naming ceremony at the gurdwara. Through role play, groups of pupils 'took the baby to the gurdwara' to be named, showing great reverence and noting some similarities with Christian baptism.
147. Teaching and learning are very good. Teachers' very good subject knowledge is instrumental in helping pupils to understand that there are faiths other than their own, and to gain an insight into the beliefs and values of others. Very good planning leads to the progressive development of pupils' understanding, knowledge and skills. Teachers' very high expectations inspire pupils to apply intellectual and creative effort to their work. The teaching methods used engage pupils' interest, attention and concentration. Pupils are encouraged to express their thoughts and ideas. They are reflective and thoughtful in the assessment of their work and the work of others. They reveal a very good knowledge of their own learning and show respect for the beliefs and practices of others. Pupils are managed very well, enabling constructive use to be made of time and resources.
148. An enriched curriculum is in place and the quality and range of learning opportunities are very good. The curriculum is enhanced by visits to local churches, a synagogue, a mosque and a Buddhist Centre. Pupils have opportunities to reflect, for example, on rules and choices. Role play has an important part in learning. It enhances pupils' knowledge of important events in family life. Stories from different religions and customs are read and discussed in literacy. ICT is used to research the major world religions. Pupils' spiritual development is enhanced as they respond to questions concerning the meaning and purpose of life.
149. The subject is managed very well. The subject leader is enthusiastic and knowledgeable and has a clear sense of educational direction. She promotes high standards and regularly updates her own expertise, using the knowledge gained for the benefit of others. Procedures for assessing pupils' attainment and monitoring progress are well established. The scheme of work, based on the Croydon Agreed Syllabus provides very good guidance to teachers and is supported by access to very good resources. Portfolios of pupils' work provide a comprehensive record of the standards attained.