

INSPECTION REPORT

GOOD SHEPHERD RC PRIMARY SCHOOL

New Addington

LEA area: Croydon

Unique reference number: 101794

Headteacher: Mrs Sue Hine

Reporting inspector: Ms J Mackie
7871

Dates of inspection: 7 – 10 July 2003

Inspection number: 246150

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Dunley Drive
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Appropriate authority: Governing Body

Name of chair of governors: Miss M Conlan

Date of previous inspection: 2 July 2001

INFORMATION ABOUT THE INSPECTION TEAM

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7871	Jean Mackie	Registered inspector	Science; design and technology	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well is the school led and managed?
9275	Candy Kalms	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?
22147	Anne Holland	Team inspector	Art; music; Foundation Stage	
23805	Margaret Lygoe	Team inspector	Mathematics; physical education; educational inclusion	How well are pupils taught?
24091	Michael Shaw	Team inspector	Geography; history; information and communication technology; Special educational needs	
21103	Val Ives	Team inspector	English; 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

This is an average-sized primary school with 263 pupils between the ages of 3 and 11, including 27 part-time and 13 full-time children in the Nursery. The school serves an economically and socially deprived area with a higher than average proportion of pupils eligible for free school meals. The proportion of pupils with special educational needs is also above the national average. The pupils attending the school come from a range of ethnic backgrounds and the proportion with English as an additional language, at 35 percent, is high, with many at the early stages of learning English. There are 26 Traveller pupils at the school, which experiences a comparatively high turnover of pupils during the course of a school year. Attainment on entry to the Nursery is well below average.

HOW GOOD THE SCHOOL IS

The school is providing a satisfactory quality of education for its pupils. Whilst standards at the end of Year 6 remain well below national expectations, there are signs of improvement lower down the school, with particularly rapid improvement shown in Year 2. The quality of teaching is satisfactory overall. It is good in Years 1 and 2 and there are examples of good and very good teaching throughout the school. The headteacher, well supported by the deputy headteacher, provides very clear leadership and is developing a strong team of capable and committed teaching and non-teaching staff. The school is providing satisfactory value for money.

What the school does well

- The headteacher, ably supported by the deputy headteacher, is providing very clear leadership and is fully committed to raising achievement for all pupils.
- The good provision in the Foundation Stage ensures that the children receive a very good start to their educational life.
- The school's inclusive practice is very good, particularly for pupils with special educational needs and those for whom English is an additional language.
- There are examples of good and very good teaching across the school, which enables the pupils to achieve well in lessons.
- An experienced team of classroom assistants provides good support to pupils.
- The procedures for monitoring and supporting the pupils' personal development are very good.

What could be improved

- Standards overall, particularly in English, mathematics and science at the end of Year 6 remain well below national expectations.
- There are shortcomings in the planning for and assessment of subject specific skills in science and several other subjects.
- Whilst parents are supportive of the school, their willingness to be involved in their children's learning remains limited.

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 July 2001. Improvement since that time is satisfactory overall. Standards in Year 2 are rising more rapidly than those nationally and there are signs of improved standards in Years 3, 4 and 5 as a result of more consistent teaching. The current Year 6 did not have the full benefit of the better teaching, so standards for that year group remain low. The leadership provided by the headteacher, who took over just after the last inspection, has resulted in rapid improvements in many aspects of the school's work. There is now a strong base on which to build and the school is very well placed to continue its drive towards higher standards and achievement.

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	E*	E	E	B
mathematics	E*	E*	E*	E
science	E	E	E	E

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

In the 2002 National Curriculum tests, pupils in Year 2 achieved standards in reading that were well below the national average but in line with the average for similar schools. In writing and mathematics, the pupils achieved results that were below the national average and above the average for similar schools. The proportion of pupils achieving the expected level in the teacher assessments for science was well below the national average and in line with the average for similar schools. Results in Year 2 have been rising at a faster rate than that nationally largely because of significant improvements in the boys' performance.

In the 2002 National Curriculum tests, pupils at the end of Year 6 achieved results in English that were well below the national average but above the average for similar schools. In mathematics, the results were in the bottom 5 percent nationally and well below the average for similar schools. The results in science were well below both the national and similar schools' averages. Whilst standards have risen broadly in line with the national trend, the 2002 results represent very poor progress from the pupils' prior attainment in Year 2. The girls outperformed the boys by a margin greater than that nationally. The English results far exceeded the 2002 target, and the target for mathematics was also met. Taken overall, the provisional results for 2003 show an improving picture, particularly in Year 2 and in English in Year 6, where the revised, more challenging target for the year was met.

Inspection evidence shows that standards are similar to those indicated by the test results, and are improving. In Years 1 and 2, pupils are achieving well from a low base and reaching standards that are in line with national expectations in mathematics and below expectations in English. Whilst pupils now often achieve well in lessons in Years 3 to 6, progress over time is only satisfactory as teaching has been uneven in the past. As a result, standards by Year 6 are below national expectations in English and well below national expectations in mathematics and science, although there are signs of improvement in Years 4 and 5. Focused support enables pupils with special educational needs and those with English as an additional language to progress well. Higher-attaining pupils make satisfactory progress, as do the Traveller pupils who attend the school. Boys and girls and pupils from different ethnic groups all make similar progress.

The youngest children make good progress in the Nursery and Reception from well below average attainment on entry, although many have not reached the standards expected by the beginning of Year 1. Standards in other subjects of the curriculum are either in line with national expectations or below by Year 6. The exception is art, where standards by Year 6 are above national expectations, which is an improvement since the last inspection. There is a general weakness in subject specific skills such as scientific enquiry.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The majority of pupils are interested in their studies and are keen to do well.

Behaviour, in and out of classrooms	Most pupils behave very well in and around the school. On occasions some pupils present their teachers with challenging behaviour, which disrupts both their and others' learning.
Personal development and relationships	Pupils relate well to each other and to adults in the school. There is a good degree of racial harmony. Pupils carry out responsibilities in and around the school conscientiously.
Attendance	Attendance is improving and was well above the national average in 2002. There are a number of pupils who are regularly late for school.

Pupils mostly respond well to the efforts of the school to encourage and develop positive attitudes to learning and good behaviour.

TEACHING AND LEARNING

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

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

Teaching and learning are good overall in the Nursery, Reception and in Years 1 and 2, enabling the pupils to acquire new skills and knowledge quickly. The teaching of English is good overall and some is excellent. Whilst the teaching of mathematics is good in Years 1 and 2 and in some lessons in Years 3 to 6, teaching over time has been more variable so the quality is satisfactory overall for this age range. Literacy is promoted well by teachers and mathematical skills are developed satisfactorily in a variety of subjects. Support staff are deployed effectively to ensure that pupils with special educational needs and those with English as an additional language make good progress. The pupils identified as gifted or talented are also taught well. Where lessons are most effective, the teachers have high expectations of both the pupils' work and their behaviour. They provide stimulating activities, which are suitably matched to the needs of the pupils who respond very positively and engage enthusiastically with their tasks. Classroom assistants make a significant contribution to the learning of the pupils. With the exception of English and mathematics, a general shortcoming in the teaching is the lack of development in subject-specific skills because the pupils' capabilities are not being recorded systematically to inform the next steps in learning. In the small number of unsatisfactory lessons, the pupils were not managed well and the tasks set were not explained clearly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and planned to be relevant to the pupils. Planning for the systematic development of subject specific skills requires improvement.
Provision for pupils with special educational needs	The provision is good, with clear assessment procedures leading to effective and focused support for the pupils' specific learning difficulties.
Provision for pupils with English as an additional language	Provision is good. The needs of the pupils are carefully assessed and support is clearly targeted to enable them to progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of the pupils' personal development is good. This is an improvement since the last inspection when cultural development was considered to be just satisfactory.

How well the school cares for its pupils	The school provides a secure and caring environment that meets the needs of individual pupils well. A wide range of procedures has been adopted successfully to manage the behaviour of the pupils.
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All National Curriculum requirements are met and the provision for personal, social and health education (PSHE) is good. Provision in the Nursery and Reception is also good. The procedures for monitoring and supporting the pupils' personal development are particularly effective. Whilst parents are supportive, the impact of their involvement in the school is limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by the deputy headteacher, provides very clear educational direction for the school. An effective team is being established and appropriate procedures are being embedded to secure further improvement.
How well the governors fulfil their responsibilities	The governors know the school well and have adopted procedures to enable them to discharge their responsibilities effectively.
The school's evaluation of its performance	Systematic procedures for monitoring the work of teachers and evaluating the effectiveness of the school have resulted in satisfactory improvements in teaching and learning overall.
The strategic use of resources	The funding available has been targeted appropriately at the key priorities for the school such as ensuring a high level of additional classroom support.

The school is becoming increasingly effective in meeting its aims of high achievement for all pupils. The headteacher is well supported by the staff who are all working to a common purpose. There is more stability now following an unsettled period in the past. Staffing, accommodation and learning resources are satisfactory overall, although the uneven playground surface needs attention. The school applies the principles of best value carefully when considering the implications of financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Staff expect the children to work hard and achieve their best. • Their children like school. • Their children are making good progress. • Behaviour is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework. • The range of extra-curricular activities.

The team largely supports the favourable views of the parents, although some pupils present challenging behaviour. It judges that the provision for homework and extra-curricular activities is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The good and often very good teaching in the Nursery and Reception classes enables the children to achieve well and make good progress towards the standards expected by the end of the Reception year. Given the very low attainment on entry to the Nursery, particularly in language skills, the overall standards reached by the children in the Reception class remain below those expected nationally. Standards in the creative and physical aspects of the Foundation Stage curriculum are, however, in line with national expectations.
2. National Curriculum test results for Year 2 pupils have improved at a faster rate than that nationally since 2000 as a result of a more focused approach to improving teaching and learning. The improvements have been largely as a result of a rapid increase in the performance of boys, which although still below that of the girls, is less than the national difference. In 2002, the pupils in Year 2 achieved results in writing and mathematics that were below the national average but above the average for similar schools. The results for reading were well below the national average and in line with the average for similar schools. The teacher assessments in science were also well below the national average but in line with the average for similar schools. The 2003 Year 2 results are encouraging, showing further improvement on those of 2002.
3. Although overall standards by Year 6 have improved at a rate similar to that shown nationally, the pupils achieved results in the 2002 National Curriculum tests that were well below the national average and below the average for similar schools. Mathematics results were in the lowest five percent nationally. English results, whilst well below the national average, were above the average for similar schools. These results, when taken overall, represent very poor progress from the pupils' previous results in Year 2. The boys' performance was particularly weak. The 2003 Year 6 results show an improving picture for English but similar outcomes in mathematics and science to those in 2002. Analysis by the school shows that the pupils in Year 6, who had very low prior attainment in 1999, have made satisfactory progress overall since that time. Much has been achieved during this last year, as the cohort experienced some very weak teaching when in Year 5.
4. Inspection evidence from the lessons and work seen show that standards are broadly similar to those indicated by the test results. Better and more consistent teaching is leading to improved standards, which are manifesting themselves most notably in Years 2, 3, 4 and 5. Whilst Year 6 pupils have also made good progress this year as a result of some good and very good teaching, they have been unable to acquire and consolidate gaps in basic knowledge and understanding resulting from their uneven experiences in previous years. As a result, standards in English by Year 6 are below national expectations, whilst standards in mathematics and science remain well below national expectations. In Year 2, however, standards are now in line with national expectations in mathematics and below in English and science. The good teaching overall in Years 1 and 2 has resulted in good achievement and progress for the pupils in English and mathematics. The more consistently good and very good teaching in English has enabled the pupils in Years 3 to 6 also to achieve well and make good progress. Progress overall in mathematics and science for this age range is satisfactory. Given the stronger teaching and clearer educational direction provided by the headteacher and deputy headteacher, the improved standards observed lower down the school should be at least sustained and possibly improved by the time these pupils reach Year 6.
5. The provision for special educational needs has improved and there are now good systems for both identifying those pupils in need of support and devising appropriate programmes for them, which are effectively taught by teachers and well-experienced classroom assistants. The same is true for pupils with English as an additional language and the Traveller children. As a result, all of these groups of pupils are progressing well. There is no significant difference in the achievements of boys and girls or pupils from different ethnic groups.

Higher-attaining pupils make the progress that they should as a result of appropriately challenging work.

6. The pupils' language and number skills remain weak, although there are signs of improvement, particularly lower down the school. Skills in language are developing more rapidly than number skills given the current focus on literacy.
7. Whilst standards in art remain in line with national expectations in Year 2, they have improved for the older pupils and are now above national expectations in Year 6. Standards in information and communication technology throughout the school have also improved since the last inspection and are now at the expected level. The improved provision with a dedicated room for the ICT suite has been a contributory factor in this improvement. Of the remaining subjects, standards by Year 2 are in line with national expectations in design and technology, history and physical education. They are below in geography. By Year 6 standards in the remaining subjects are below the expected level.
8. In general, the pupils are acquiring an appropriately broad range of knowledge and understanding across the curriculum. With the exception of English and mathematics, however, subject specific skills such as scientific enquiry and evaluation in history and design and technology are underdeveloped. This is because these skills are not being systematically planned for or assessed to enable the pupils to make gains in this aspect of their learning.

Pupils' attitudes, values and personal development

9. Whilst the attitudes and behaviour of the majority of pupils in lessons and around school were satisfactory and often good, there were some occasions when they were unsatisfactory. As a result, these lessons were disrupted, preventing pupils from learning effectively.
10. When they start in the Nursery, many children have limited personal, social and speaking skills. The children settle well into the day-to-day routines of school life because of the good support that they receive. They learn to play and work happily with each other, sharing toys and resources and generally becoming more confident. In the Reception class they continue to develop the good attitudes that they have acquired in the Nursery. The children enjoy what is provided for them, listen well and make good progress in their learning.
11. The pupils' attitudes to school and work vary, but are satisfactory overall. The majority of pupils in Years 1 to 6 enjoy school and want to learn. Nearly all are enthusiastic, well motivated and interested in their lessons. They listen attentively to their teachers and respond well when the work is interesting and the teaching is good. This makes a positive contribution to their learning. In some lessons pupils ask and answer questions and contribute their ideas whilst at other times they are quiet and more reluctant to take an active part. A good example of the pupils' interest and contributions having a significant impact on learning was seen in a geography lesson in Year 4 on 'how water is used in the world'. In contrast, on some occasions, the pupils do not always observe the usual classroom expectations, such as putting up a hand to answer a question. They are noisy, less attentive and unable to concentrate on their work. This has a negative effect on the learning of the pupils themselves and of others in the class.
12. The pupils' behaviour in and around school is variable but has remained satisfactory overall. This helps to create a pleasant atmosphere that benefits school life and learning. Most pupils understand the standards of behaviour expected of them and behave well in lessons and around the school. Others however, particularly boys, do not always behave appropriately in lessons. Most teachers manage these pupils well but there are occasions when the strategies adopted are not fully effective such that the lessons are interrupted and learning is affected. The number of exclusions has increased since the previous inspection, although exclusions are only used in response to serious incidents. The majority of pupils are friendly and polite.
13. Despite the number of staff changes, pupils have very good relationships with their teachers and other adults who work in the school. Pupils from the different ethnic, cultural and

religious backgrounds work and play well together. In many lessons pupils settle to work quickly and work well independently, in pairs and in small groups. They frequently co-operate and work well together, sharing equipment and resources. This helps them to make progress in their learning. Occasionally, however, they are noisy, restless and take time to settle and find it difficult to collaborate and share sensibly. The pupils are generally respectful but a few, on some occasions some show little respect either for their teachers or other pupils who want to learn. Most are aware of the impact their actions can have on others but a small number do not appreciate that their attitudes and behaviour affect the learning of others in the class.

14. The pupils' personal development is satisfactory. Pupils return registers to the office and although older pupils have little involvement in the day-to-day routines around the school, they did help organise a science fair for younger pupils. The school council is helping pupils to begin to understand how to improve aspects of school life. The pupils' personal development is affected by the limited opportunities in lessons to use their initiative and to take responsibility for their own learning.
15. Attendance levels in the school have shown a substantial improvement since the last inspection and were well above the national average in 2002. Figures for this year are slightly lower. There are some differences between groups of pupils, with pupils from Traveller backgrounds having poorer attendance than other groups represented in the school. Poor attendance begins in the Foundation Stage where pupils in Reception are often absent from school. Patterns of attendance are not consistent and can vary considerably from week to week in the same class. Unauthorised absences have declined significantly due to the strategies that were introduced by the headteacher and the attendance officer. They have convinced the parents of the need to contact the school in the event of absence.
16. Poor punctuality remains a problem. A significant number of pupils, especially those from Black African backgrounds, arrive after the bell has sounded in the morning. Some regularly arrive late. This adversely affects learning because they are not present for the start of the first lesson of the day.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching overall is satisfactory, but during the inspection some outstanding teaching was observed, particularly in Year 4. In 96 percent of the lessons, teaching was at least satisfactory, and in 58 percent of lessons teaching was good or better. There have been some staff changes since the school was last inspected and there is evidence that teachers, particularly those new to the National Curriculum, have benefited from support and monitoring. As a result, the quality of teaching is becoming more consistent. There has been some very good focused teaching in Year 6 during the past year, which has helped some pupils to catch up on work missed during a period of weaker teaching last year.
18. The teaching in the Foundation Stage has improved since the last inspection, when there were some weaknesses in the Reception classes. Teaching is now consistently good in both the Nursery and Reception classes, with examples of very good teaching in some aspects. Reading is taught very well and as a result children are making particularly good progress. The teachers use assessment information very well to identify needs and to plan activities. Staff take every opportunity to develop the children's language skills and introduce new vocabulary, as was observed in a very good art lesson when the teacher encouraged the children to describe their observations carefully when mixing paints.
19. When taking into account the full range of evidence, including a careful scrutiny of the pupils' work, the teaching in Years 1 and 2 was judged to be good overall, while that in Years 3 to 6 was found to be satisfactory. One very significant factor in the good standard of teaching during Years 1 and 2 is the consistently good quality of additional support in most lessons. In each class there is a learning support assistant, and at times additional good quality support from teachers working with pupils learning English as an additional language. The mathematics co-ordinator teaches all numeracy lessons in Year 2, with the class teacher and learning support assistant working with groups of pupils. This has had a significant impact on the pupils' learning and has enabled them to achieve well and reach standards in line with

national expectations. Very good whole-class teaching combined with accurately targeted activities and good support ensures that the pupils progress well.

20. The learning support assistants, in all classes from the Nursery to Year 6, are well qualified, experienced and fully aware of the needs of all pupils. They work confidently whatever the subject and often intervene effectively to quieten potentially disruptive pupils before they spoil the flow of lessons. Teachers often deploy support staff very effectively. In a well-organised games period, for example, the learning support assistant and teacher worked with half the class each. Each group received skills teaching with the teacher and consolidated skills with the support assistant. The pupils responded well and worked hard.
21. In general, teachers manage behaviour well. In every class there is a significant minority of pupils who find it difficult to cope while working within the class. Teachers are firm, courteous and consistent when dealing with challenging pupils. In the better lessons, pupils find it easier to behave appropriately. These lessons are lively and well paced, capture the pupils' interest and motivate them to work. Some outstanding practice was observed in Year 4 where teachers stimulate and motivate pupils and create an excellent ethos for learning. In one such English lesson, the teacher's very clear explanations built effectively on previous learning and the pupils made excellent progress in improving their writing. The teacher built up the pupils' confidence effectively through her positive approach, while at the same time having very high expectations of work and behaviour. Skilful questioning probed the pupils' understanding, and both the teacher and pupils had a very clear understanding of the individual and group targets. In the two unsatisfactory lessons seen, explanations were not clear enough, pupils lost interest, were not sure what they had to do and behaviour deteriorated as a result.
22. The teaching of literacy is now good overall and this is an improvement since the last inspection. Work is usually carefully matched to the pupils' varying capabilities. Teachers set individual and group targets in writing which remind pupils of what they need to do to improve. The teaching of basic skills in English is good. Mathematics teaching, while satisfactory overall, is less consistent and is stronger in Years 1 and 2. Although some good teaching was seen during the inspection, a scrutiny of the pupils' books shows that the usual quality of teaching for some pupils in Years 3 to 6 during the year has not been consistently strong. Work planned in mathematics is not always varied sufficiently to cater for the wide range of abilities within classes. While marking of the pupils' numeracy work in Years 1 and 2 is detailed and thorough, marking is much more variable in the upper part of the school. Variations in the quality of marking are also evident in science. Some Year 5 books have not been marked all year. Misunderstandings and errors are not identified and the pupils' work is not valued as it should be. Science teaching is satisfactory overall with good opportunities for practical work but not enough focus on the systematic development of enquiry skills.
23. Teachers have a good knowledge of the curriculum and are careful to introduce and use subject specific vocabulary. Pupils are encouraged to use this vocabulary when answering questions. A satisfactory range of teaching methods is employed, including whole-class teaching, group and individual work. Information and communication technology skills are satisfactorily taught. With the exception of English and mathematics, there is a lack of development of subject specific skills such as research in history and evaluation in design and technology because the pupils' capabilities are not being recorded systematically to inform the next steps in learning.
24. The quality of teaching and learning in the lessons observed is good for the pupils with special educational needs at both Key Stage 1 and Key Stage 2. The provision of specialist equipment ensures that a pupil, currently in Y4, with a hearing loss is able to take part in the lessons. It is intended to extend this provision throughout the school. Care is taken to ensure that pupils with special educational needs work at an appropriate pace towards the targets identified in their individual education plans, which are clear and detailed. The very good additional help provided by learning support assistants ensures that pupils with special educational needs make good progress. Their encouragement ensures that the pupils concentrate on the challenge set and develops their self-confidence. The teaching of pupils with English as an additional language is also good. Specialist teachers provide skilful advice

on ways to support the pupils in the early stages of acquiring English. They give good support in lessons, which enables the pupils to participate fully in all aspects of the curriculum.

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

25. A broad and relevant curriculum is provided throughout the school. It includes all the subjects of the National Curriculum, together with religious education, and meets statutory requirements. National recommendations and guidelines have been adopted for all subjects and give teachers sound support in their planning. All pupils in the junior department are provided with swimming lessons. This is to be extended to provide pupils in Year 2 with the same opportunity in the autumn. The time allocated for physical education is less than that normally found and the planning for the development of specific skills related to a number of subjects such as science, design and technology, history and geography is under-developed. This means that skills are not adequately built on from year to year. The national strategies for teaching literacy and numeracy are effectively planned for, although the provision for English is currently stronger than that for mathematics in Years 3 to 6. Since the last inspection the weaknesses identified in the curriculum have been partially remedied. For example, the school has identified the need and piloted plans to develop the pupils' literacy and numeracy skills in other subjects of the curriculum, as opportunities are limited at present. A stronger focus on the use of ICT to underpin learning in other subjects is also needed.
26. Class teachers and support staff are very well aware of individual needs, and pupils who require additional support are identified early. The pupils' individual education plans are well written; the targets are specific and measurable and progress is closely monitored. Pupils with English as an additional language also have full access to the curriculum as a result of the effective support that they receive from classroom assistants. Pupils from minority ethnic groups have full access to the curriculum.
27. The school has extended its provision for extra curricular activities and there is now a satisfactory range of activities, which demonstrates an improvement since the last inspection. Clubs include football, cricket, mini-rugby, gymnastics and dance, with lunchtime provision including choir and computer workshops. The school provides regular opportunities for pupils to participate and perform in, for example, the Caribbean Dance Festival and the New Addington Voices Project. Environmental trips to local areas such as the Vanguard Way enrich and extend learning in geography for Year 5 pupils. An appropriate number of visits to places of historical, geographical and cultural interest in the locality and further away are arranged to provide worthwhile experiences and make a positive contribution to the curriculum. The curriculum is also enhanced by visits to the school by, for example, theatre groups, a steel band, the local priest, artists, story-tellers and musicians.
28. The provision for pupils' personal, social and health education is good. An effective programme, timetabled for each class, has been introduced to raise the pupils' self-esteem. Pupils are given effective opportunities to discuss issues, such as in Year 4 making positive statements about others in Year 4 and in Year 5 the benefits of friendship. The governors' current policy for sex and drugs education is under review. This states that sex education will be taught through the science curriculum.
29. Overall, the curriculum prepares pupils appropriately for the next stage of education. The school places an appropriate emphasis on the development of English language skills, creating a language rich environment. Booster and extra literacy classes are appropriately used to support the pupils' needs. The curriculum inculcates tolerance, respect and appropriate behaviour and promotes the pupils' understanding of right and wrong.
30. The school has good, constructive links with partner institutions. For example, the cluster of local schools work closely together in an Education Action Zone that is clearly supportive and where good practice is shared to develop the pupils' attainment and learning. Effective arrangements are in place to make the transfer to secondary school as easy as possible. There are good links with the community through, for example, providing practical

experiences in the classes for students from local schools; through Year 6 pupils participating in a 'Young Citizen' project promoted by the police and through supporting local charities and having authors and local artists into school to work with the pupils on successful projects.

31. There is good provision overall for the pupils' spiritual, moral, social and cultural development. Observations indicate that all the staff support the aims of the school to help pupils to develop physically, intellectually, spiritually and emotionally. This provision has improved since the last inspection.
32. The pupils' spiritual development is appropriately extended beyond religious education lessons and corporate worship within assemblies. Assemblies are planned around a theme and convey good spiritual and moral messages. Time to reflect on the pupils' own beliefs, values and experiences is regularly provided in lessons and specifically planned discussion lessons. For example, pupils in a Year 4 class were expected to reflect on the wastage of water and their responsibility in caring for the environment. When asked to express their feelings about the subject, one pupil said, "I feel kind of mad at myself because there are people dying every day and I'm just wasting it". These opportunities focus the minds of the pupils on how their attitudes and actions can influence other people.
33. Provision for the pupils' moral development is good and is similar to that found at the last inspection. The moral development of all pupils is successfully reinforced by the personal example provided by the staff. A positive moral code is the basis for acceptable behaviour and this is consistently emphasised in the day-to-day life of the school. Class rules are drawn up and prominently displayed. Pupils have a good understanding of what is right and wrong and benefit from a system that praises their positive actions, which are celebrated in assemblies. In discussion lessons and drama presentations, good opportunities are provided for them to think about right and wrong under headings such as choices and friendship. For example, pupils in Year 5 recognised that their choices have consequences after watching a well-presented theatre project, while pupils in Year 6 considered their response to someone trying to persuade them to smoke and realised that it was difficult to be assertive in certain situations.
34. The provision for the pupils' social development is good. There is clear evidence of positive and successful relationships between pupils and staff. The majority of pupils co-operate well with each other. When required, pupils usually work well in pairs and plan how they might achieve their aim in solving problems in lessons. Care is taken that all pupils, including those who have special educational needs and those for whom English is an additional language, are fully integrated into the life of the school. An effective project in promoting playgrounds and zoning areas for different activities has helped the pupils to take responsibility for the equipment provided. The school council provides specific opportunities for pupils across the school to discuss issues that are of concern to them. A minority of pupils do not always respond positively to the guidance and example set by the staff and their peers.
35. The satisfactory provision made for pupils' cultural development has been successfully built upon since the last inspection and is now good. The pupils are given effective opportunities to learn more about their own cultural traditions, for example, through the well-organised assemblies. They broaden their knowledge and understanding of other cultures through literature, art, geography, history and religious education. Music is beginning to influence this area. Displays and posters around the school clearly reflect the mixed ethnic community. Visits from local artists, writers, theatre groups and musicians further enhance the pupils' learning and development in this area. The pupils are becoming aware of the richness and diversity of each other's cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school continues to offer to its pupils a caring and supportive environment that takes account of the wide variety of their personal and educational needs. Good use is made of a range of outside agencies to support the care of pupils, especially those with specific needs. 'The Place to Be' counsellors, the 'Place to Talk' and the Breakfast Club, all currently funded

through the Education Action Zone, play a valuable role in the care and support given to pupils and help them to learn.

37. At the time of the last inspection, some of the procedures to ensure the pupils' welfare were unsatisfactory. Improvements have been made. Child protection procedures are now secure, although formal procedures do not match the good practice that occurs. The headteacher, as designated person, has a high level of awareness and staff refer any concerns to her, or the special needs co-ordinator. Staff training was arranged after the previous inspection but training is not routine and the documents do not include enough information to raise staff awareness. First aid arrangements are satisfactory and there are now sufficient staff trained in first aid. Daily informal checks of the site and premises take place and an outside consultant carries out checks when requested, but the school still has yet to establish its own regular systems of recording concerns and the action taken. Equipment is checked each year. Fire evacuation procedures take place but are not being recorded.
38. The pupils' personal development is very well supported through the caring atmosphere the school provides. The 'You Can do It' programme is an important factor in helping to raise the pupils' self-esteem. A more stable staff has enabled teachers to know the pupils well and understand their individual needs and difficulties. They use this knowledge to monitor the pupils' personal development, sharing any concerns with the special needs co-ordinator or the headteacher. When necessary, appropriate systems are put in place to monitor those pupils whose behaviour and attitudes give rise to concern. The weekly achievement assembly contributes towards promoting the pupils' personal development by recognising their good work and effort.
39. The school has good procedures for promoting the pupils' behaviour and is working hard to meet a wide range of behavioural problems. The behaviour policy provides a general framework with staff determining their own strategies for managing behaviour, which does result in some inconsistencies. Teachers mostly manage behaviour well, using a variety of strategies, but at times the strategies used are not always effective for some pupils. Serious behavioural incidents are recorded and discussed with the special needs co-ordinator or the headteacher who then track individual pupils causing concern. Any incidents of bullying are appropriately dealt with.
40. Procedures for monitoring and improving attendance have remained satisfactory. The new systems introduced after the last inspection led to the improvements in attendance levels and the reduction in the level of unauthorised absence. The headteacher and an attendance officer worked hard to raise pupil and parental awareness of the importance of regular attendance. Absences were followed up, pupils with low levels of attendance were identified and a termly reward system was introduced. The rigour of the process has been affected somewhat by the loss of the attendance officer, who is to be replaced in September. Systems to identify and monitor pupils arriving late are not so well established.
41. The arrangements for assessing the pupils' attainment and tracking their progress are varied. Assessment in the Foundation Stage is very good. It is thorough and used very well by teachers to plan activities that support the children's learning. Procedures in the rest of the school, however, are less consistent.
42. The school analyses its national test results at the end of Year 2 and Year 6, together with the results of optional tests in other years. Assessment in English and mathematics is broadly secure. The use of both test data and the marking of work has allowed the school to identify the strengths and weaknesses of individual pupils and variations between groups of pupils. As a result, teachers have been able to target work more effectively to meet pupil needs. The deputy headteacher has worked tirelessly to improve assessment procedures. He has, rightly, concentrated on the core subjects first. As a result, there is evidence of increasing good practice, particularly in English and mathematics, where assessments are beginning to be used more effectively to plan the next steps in learning and to set targets for individuals, classes and for year groups. There are occasions when a more consistent use of marking, for example in mathematics, would support more effective assessment. Assessment in ICT is satisfactory. There remains a considerable amount of work to do to establish useful

procedures in science and the non-core subjects where assessment of pupil progress in subject specific skills remains underdeveloped, and there is very limited evidence of assessments being used to inform curriculum planning. There has been little improvement in assessment in the non-core subjects since the last inspection. Gifted and talented pupils are being identified and they are being challenged appropriately.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Although the response to the questionnaire and the parents' meeting was modest, those parents that did respond are happy with the school. They raised no significant concerns, although a small number were unhappy with the amount of homework their children receive and feel more activities are needed outside lessons. Inspection evidence generally supports the positive views expressed by parents and judges homework and the range of activities outside lessons to be satisfactory.
44. Since the last inspection, the school has worked hard to develop close links with parents including parents from the different ethnic groups represented in the school and the Traveller families. The headteacher encourages parental support and welcomes parents into school. Induction arrangements include home visits and establish positive links with parents that the school is trying to develop over the pupils' time in school. Together with a local community group, the school has set up a Family Learning Centre to try to increase parents' interest and participation. Events including hairdressing, manicures and making Christmas decorations have been organised. In September, an English class for parents is due to begin. A homework club has been set up on a Traveller site. Progress is slow and parents still make little contribution to the life of the school. There are no regular parent helpers and no Friends Association, but parents are willing to accompany school trips and attendance at parents meetings has improved significantly.
45. At the time of the previous inspection, parental support for their children's learning was judged to be unsatisfactory. There has been little change. From Nursery onwards the pupils are expected to take their reading books home but this practice declines as pupils move up through the school. Some parents help their children's learning at home and share reading. Other pupils are not given enough encouragement at home sometimes because some parents find it difficult to provide the support needed and sometimes because the lack of English is a barrier. Home-school reading records and homework diaries are provided but their use is inconsistent. As pupils move through the school other homework such as spellings is set.
46. Information to parents is satisfactory. A newsletter each term and additional letters when necessary keep parents informed about school matters, diary dates and events. A well-presented prospectus provides information about school routines but, like the annual governors' report, has a number of omissions. Occasional informal curriculum events, for example the reading workshop, help parents to understand what is being taught. They are not, however, receiving regular information about the curriculum and what is being taught in lessons. Parents are kept well informed about their children's progress. They are offered a meeting each term in addition to the annual written report. The information in these has improved. The reports are detailed and enable parents to have an understanding of what their children can do as well as setting targets for improvement, although the language is not always easy for parents to understand.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher, ably supported by the deputy headteacher, provides the school with strong leadership. This is focused not only on raising standards but also on promoting educational inclusion. This is evidenced by the strong support for pupils with special educational needs, for those with English as an additional language, for Traveller children and for those pupils who are at risk of exclusion through inappropriate behaviour. The staff share these commitments and are all working to a common purpose. They are keen to seek improvements and, as a result, the school is becoming increasingly successful in meeting its aims of maximising achievement for all.

48. The headteacher and deputy headteacher have worked particularly hard over the last two years to establish a clear set of policies and procedures to ensure the effective day-to-day running of the school in addition to focusing on the key priorities identified in the previous inspection. The school needs to ensure that there is now a clear programme of review of policies and that the associated paperwork is prepared and filed systematically. The additional members of the senior management team, that is, the co-ordinators for English, mathematics, the Foundation Stage, Key Stage 2 and special educational needs are developing well into a coherent team and are, very largely, providing effective support for the strategic developments within the school. The leadership and development of other subjects within the curriculum are more variable, either because there has been no designated co-ordinator in place or because teachers require further training to ensure that they have the necessary skills to perform the role adequately. They are all enthusiastic about their responsibilities and are keen to develop their skills.
49. The management of special educational needs throughout the school is good. The well-qualified co-ordinator was appointed after the previous inspection. She has ensured that staff have received training in implementing the new Code of Practice and shares her vision of the future of special educational needs with all staff, leading to a very positive attitude amongst the school staff to all pupils requiring additional support. She is responsible for the many changes introduced since the previous inspection when provision was seen to be satisfactory. The governor with responsibility for special education needs visits the school regularly, meeting with the co-ordinator. She has attended the relevant governors' training and shares the vision of inclusion with the headteacher.
50. Procedures for monitoring the work of teachers and the effectiveness of the school are thorough. There is now a comprehensive set of data which is analysed carefully and informs the priorities for the school. Senior staff, supported by the local authority on some occasions, have undertaken regular lesson observations. This has resulted in individual feedback to staff and also informed the specific actions within the school improvement plan such as the need to focus on spelling and writing. The local authority has also provided valuable professional development for the teachers concerned. As a result, the quality of teaching and learning is improving, although there remains some variability. Other subject co-ordinators could usefully benefit from local authority support to strengthen the monitoring skills within the school. The headteacher has taken rigorous action to eradicate consistently weak teaching.
51. The governors have worked collaboratively with the staff on the key priorities over the last two years. They have appreciated both the openness with which the headteacher has worked with them and the regular data that is now provided to enable them to evaluate the progress being made by the school. As a result, they have a clear picture of strengths and areas for development and are actively engaged in shaping the future direction of the school. Whilst the school prospectus is an attractive document, it does, along with the governors' annual report to parents, have some omissions.
52. The school monitors its delicate financial position closely, with support from the local authority. There is a significant overspend at the moment, which has been sanctioned by the local authority in recognition of the need for the school to secure rapid improvements. There will be a financial plan established in the next month between the local authority and the school that will enable them to reduce the overspend over a period of years.
53. The staffing, accommodation and learning resources are satisfactory overall. The staffing position has stabilised over the last two years and is now secure. The school also has a good number of well-experienced support staff who provide invaluable assistance both in the classroom and in small group work. Their contribution is a significant factor in the good progress made by pupils with special educational needs and those for whom English is an additional language. There are good procedures for inducting new staff, who feel happy in the school and well supported. Training for teaching and non-teaching staff is appropriately planned to meet both individual and whole school needs. Individual needs are identified through an appropriate performance management programme.

54. The accommodation is spacious and full use is made of all of the available rooms. The provision for ICT has been improved since the last inspection by removing the computers from the hall area and establishing a suite in a designated room. There has been a programme of refurbishment, which has brightened the school's interior, and posters and displays of pupils' work enhance the walls effectively. The Nursery now has more indoor space but the outdoor provision for the Reception class is limited and inhibits the children's physical development. Of particular concern is the condition of the uneven playground surface, which is a potential safety hazard during playtime and physical education lessons.
55. There are sufficient learning resources to deliver the curriculum in all subjects. The provision in ICT is now good. Whilst the library has a suitable range of books, the quantity is rather small. The school is aware of this and is in the process of building up the stock.
56. The school has made satisfactory progress overall since the last inspection which took place just two years ago. The school is well placed to secure further improvements as it strives for higher standards, given the strong leadership and increasingly effective senior management team.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to continue the progress made since the last inspection, the school should:
- (1) Raise standards, particularly in English, mathematics and science* by:
 - a consistent and rigorous approach to the teaching of writing;
 - a focused approach to the development of language and number skills across the curriculum;
 - systematic planning for the development of scientific enquiry skills;
 - ensuring that all teaching is of the highest quality*
(paragraphs 4, 6, 8, 22, 23, 25, 87, 90, 98, 102, 106)
 - (2) Ensure that subject specific skills are planned for systematically and assessed in all foundation subjects
(paragraphs 8, 23, 25, 42, 114, 122, 123, 127)
 - (2) Develop a broader range of strategies to encourage greater involvement of the parents in the learning of the pupils.
(paragraphs 44, 45, 46)

Other issues which should be considered by the school

58. In addition to the items above, the governors may wish to consider the inclusion of the following action point in their action plan:
- Take steps to improve the punctuality of pupils in the morning.
(paragraph 16)

* These items have been identified by the school as priorities for development in the school improvement plan.

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

59. The school has a very high number of pupils who speak English as an additional language and are at various stages of learning English. The largest ethnic group is of Black African heritage, although there are increasing numbers of refugee and asylum seekers from areas of war-torn Africa and Eastern Europe. Many of them enter the school at different times during the school year and have had a disrupted education or have not been to school at all. Consequently, many of these learners start from a very low base of attainment and

confidence in using English to support their learning; however, they make progress that is similar to their peers and often better because of the effective support that is provided. This good progress is a reflection of the school's commitment to inclusion by ensuring that all pupils have equal opportunities for learning.

60. The pupils' attainment covers the whole spectrum, and pupils with English as an additional language are appropriately represented in the high-attaining groups, for example in literacy and mathematics. Some have also been carefully identified as having special educational needs through the recent introduction of language development records.
61. The quality of teaching is good overall. The pupils respond well to their teachers, reflecting their positive attitudes to learning. This, combined with the care that the school takes of them, ensures that they integrate well into the life of the school. The specialist teachers use effective strategies to check that the pupils understand the language used in lessons; their planning usually identifies specific vocabulary and language structures necessary for particular topics or activities. For example, in the Year 2 class, the specialist teacher boosted the pupils' self-esteem by encouraging them to discuss story settings and to locate nouns in the text.
62. The good provision for pupils who are acquiring English language skills has been maintained since the last inspection. Detailed on-going assessments and reports are kept of individual pupils. The school uses clear stages of fluency to assess the pupils identified, showing the stage of development on entry to the school and progress to date. Individual pupil profiles keep a clear record of the good progress that the pupils make when compared with the national tests. Clear guidance is provided to distinguish between the needs of pupils learning English as an additional language and those who have learning difficulties.
63. The school has developed effective strategies to raise the achievement of different ethnic groups by identifying specific targets at the beginning of the year and keeping comprehensive and up-to-date assessments of them in their language development records. The school is working towards ensuring that all teachers take responsibility and develop their expertise in supporting pupils with English as an additional language by, for example, providing the opportunity for them to attend a specific course to promote this shared commitment. There are three part-time qualified support teachers for English as an additional language, none of whom has the responsibility presently for co-ordinating the work. This situation needs to be tackled.
64. The presence of pupils from diverse cultural backgrounds makes a good contribution to their spiritual, moral, social and cultural development. Parents are welcomed into the school. Literature in the parents' language is provided for those who can read it, although some parents lack confidence in reading in their own language. A bilingual speaker has been appointed to help settle the children into the Nursery and one teacher provides interpretation for French-speaking parents during parents' evenings and other meetings.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	5	22	20	2	-	-
Percentage	6	10	42	38	4	-	-

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 more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	263
Number of full-time pupils known to be eligible for free school meals		95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	11	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	91

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	4.4
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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	12	13
	Girls	13	15	15
	Total	24	27	28
Percentage of pupils at NC Level 2 or above	School	75 (68)	84 (73)	88 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	13	13
	Girls	14	14	14
	Total	26	27	27
Percentage of pupils at NC Level 2 or above	School	81 (75)	84 (80)	84 (85)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	19	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	4	6
	Girls	16	11	15
	Total	21	15	21
Percentage of pupils at NC Level 4 or above	School	70 (44)	50 (35)	70 (58)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	4	6
	Girls	16	13	15
	Total	21	17	21
Percentage of pupils at NC Level 4 or above	School	72 (33)	59 (49)	72 (53)
	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
52	2	0
26	1	0
10	0	0
4	0	0
3	0	0
1	0	0
10	0	0
3	0	0
0	0	0
0	0	0
3	0	0
8	0	0
95	0	0
7	0	0
0	0	0
4	0	0
5	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	28.3
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	261

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	2
Total aggregate hours worked per week	39
Number of pupils per FTE adult	8.3:1

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	930,498
Total expenditure	1,035,718
Expenditure per pupil	4,062
Balance brought forward from previous year	25,282
Balance carried forward to next year	(79,938)

Recruitment of teachers

Number of teachers who left the school during the last two years	3.8
Number of teachers appointed to the school during the last two years	3.8
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Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	45	52	0	0	3
My child gets the right amount of work to do at home.	39	35	13	10	3
The teaching is good.	77	20	3	0	0
I am kept well informed about how my child is getting on.	74	19	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	71	19	6	0	3
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	50	43	3	3	0
The school is well led and managed.	60	37	0	0	3
The school is helping my child become mature and responsible.	65	32	0	0	3
The school provides an interesting range of activities outside lessons.	42	39	13	3	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. The school has made significant improvement in the quality of provision for children in the Foundation Stage since the last inspection. Issues identified then have been remedied successfully with the exception of the provision of large wheeled toys in the reception outdoor area attached to the Reception class. The school is aware of the need to extend and improve this area but its ability to tackle this issue is limited by its current financial constraints.
66. Both the Nursery and the Reception classes are housed in the main building although they are not adjacent to each other. Since the last inspection, the Nursery has been extended to incorporate an additional classroom and this has enhanced the provision considerably. Provision for children in the Nursery is now very good. There are now separate areas for large construction equipment, several role-play areas, a quiet reading room, a large kitchen area and another area for general activities and whole-class sessions. There is easy access to an adequate outdoor area, which is safe and secure. It is appropriately equipped but there is, however, no room to provide large climbing apparatus within it. Staff have developed a garden area to improve its appearance and the area is used well to support learning. The Reception class is of a reasonable size and the staff make very good use of the space available to them. There are role-play areas, creative areas, quiet corners for children to look at books and a central area for whole-class sessions. There is access to a secure outdoor area. This is small and the size limits the equipment that can be used. Since the last inspection, a canopy has been erected in order that activities can be sustained in all weathers. The area is used well, the indoor curriculum is continued outside and it is clear from planning that the area plays an important part in the children's education. Provision for the children in the Reception class is good. Both the Nursery and Reception classes are adequately equipped with a range of appropriate resources.
67. Admission arrangements reflect the sensitivity of staff to the needs of young children. Staff work particularly hard to establish a good relationship with parents and to involve them in their children's learning. Staff are readily accessible to parents when the children arrive and when they leave. Thirteen of the children in the Nursery attend full time. Good provision is made for these children. Many of the children entering the Nursery have very limited language skills. Few children have achieved the standards expected nationally by the end of the Reception year except in the creative and physical areas of the Foundation Stage curriculum.
68. The quality of teaching in the Nursery has been sustained since the last inspection; it remains good overall with some very good teaching. Teaching in the Reception class is now also consistently good and very good in some aspects. This is an improvement since the last inspection. Both the Nursery and Reception class teachers have high expectations of behaviour, and the children are developing good attitudes to school. Assessments of the children on their entry to the Reception class indicate that the general level of attainment is well below the level expected for children of this age. English is an additional language for a significant proportion of children entering the school. The progress that the children make, including those for whom English is an additional language and those with particular needs, is good and in some aspects, very good. This reflects the quality of teaching that they receive. Teachers plan carefully in line with the recommended curriculum. Planning is linked to a topic. Good provision is made for children with particular needs and those for whom English is an additional language. Assessment arrangements are very good; this is a significant improvement since the last inspection. Information from assessments is used carefully to identify the future needs of the children in both classes and is reflected in planning. Support staff are deployed very effectively to support pupils' needs and they make a significant contribution to the children's progress. Resources and activities are carefully chosen to make learning interesting.
69. The very good leadership and management of the Foundation Stage, which is reflected in the close partnership between the staff and the progress made by the children, promotes the importance of this stage of the children's learning. Overall, the Foundation Stage is a

strength of the school. The children are receiving a good start to their educational life even though this good provision does not overcome fully the very low standards that they have when admitted.

Personal, social and emotional development

70. Considerable emphasis is placed on the personal and social development of the children. Although few children have achieved the expected standards in this area of learning, they all make good progress over time. This reflects the sensitivity of staff to the need to develop the children's confidence. Most children enter the Nursery with very limited social skills. By the end of the Reception year, many are still learning the importance of taking turns and listening to others. In both the Nursery and the Reception class, routines are well established and staff are quietly insistent that they should be followed. Children are learning to tidy up at the end of sessions and are also learning the importance of taking care of equipment. They are encouraged to work together in groups, and progress, by the time they reach the end of the Reception year, is evident. A considerable number are beginning to sustain concentration. Staff are very good role models. Teachers and support staff are particularly good at involving themselves with children during activities. Their very skilful questioning greatly enhances the learning opportunities provided for the children. The children's spiritual and cultural development is fostered through stories, assemblies and through the general ethos of the classes.

Communication, language and literacy

71. Teaching is consistently good. Although few children have reached the expected standard in all aspects of language and literacy, they all make good progress and in some aspects, progress is very good. Emphasis is placed on developing the speaking and listening skills of the children. By the end of the Reception year, some still find it difficult to speak in full sentences. In both the Nursery and Reception class, all staff ensure that language skills are reinforced at every opportunity by, for example, modelling sentences correctly for children. Children for whom English is an additional language are well supported and encouraged to develop their language skills. Elements of the literacy hour are taught in the Reception class. Phonics are introduced at an early stage through a variety of activities. Appropriate big books such as Dear Zoo are used to support learning. Children in the Nursery identify their name card and attach it to a magnetic board when they arrive at the start of a session. They attempt to write their name underneath. All children in the Reception class can write their names legibly. There are writing areas in the Nursery, the Reception class and in both outdoor areas, and the children are encouraged to record their work during group activities. Standards in writing are generally below those expected for children of this age, but higher-attaining pupils are given opportunities to develop their skills and a small number have reached the expected standard at the end of the Reception year. From the Nursery onwards, the children take books home to share with their parents. Books are changed daily. In the Nursery, children are very enthusiastic about this activity as few have any access to books before they start in the Nursery class. In the Reception class, progress in reading is very good. Teaching of reading has a high priority and is of a very good standard. Higher-attaining pupils are reading simple texts with confidence; they can discuss the text and talk about books they like. All children have well-developed pre-reading skills and are keen to decode text. Most children can explain what an author is and many know what the title of a book is. Significant improvement in this area of the children's learning has been made since the last inspection.

Mathematical development

72. From the Nursery onwards, the children are encouraged to recognise and use mathematical language and to count in their everyday activities. Children are introduced to simple shapes, and this is reinforced in their outdoor activities when staff take opportunities to draw the children's attention to and identify shapes in the outdoor area. Number rhymes are used to reinforce learning in the subject. Teaching is consistently good, and the school has sustained the standards reported at the time of the last inspection.

73. Teaching in the Reception class is also good; this represents improvement since the last inspection. The teacher builds on the children's earlier experiences. A significant number of children can recognise numbers up to ten and a few can count beyond ten. Lessons are fun and no opportunities are missed to reinforce number knowledge. In a good lesson observed during the inspection, the teacher had adapted the numeracy strategy to meet the needs of her class and was introducing children to the idea of doubling and counting in twos. The lesson was linked to the current topic of animals and included singing Who Built the Ark?, the words of which reinforced the lesson objective. Children are beginning to recognise pattern in numbers and all the activities planned support learning in the subject. Although many of the children have not fully met the standards expected nationally in this aspect of their learning, most children, including those with particular needs and those for whom English is an additional language, make good progress and are well placed to make rapid gains in their learning when they enter Year 1.

Knowledge and understanding of the world

74. The school has sustained the standards noted at the last inspection. Teaching remains consistently good in both the Nursery and Reception classes. By the time they reach the end of the Reception year, all children, including those with particular needs and those for whom English is an additional language, have made good progress over time although standards overall are below those expected at this stage. In the Nursery, the teacher and support staff draw the children's attention to the world around them. They are encouraged to plant seeds, and during the inspection, there was a good display of sweet peas in the outdoor area. Their topic was water, and many activities were linked to this, enabling the children to understand the many different ways in which water contributes to life. For example, they know that the plants have to be watered and that the sea is very big and you need a boat to sail on it. During the inspection, children were observed making boats from bridge rolls using appropriate foods such as carrot slices as masts and rice paper as sails. The level of discussion during this activity was particularly high. Children are introduced to the concept of time. They know that they have developed since they were babies. For example, one child's assessment noted the statement, 'when I was little, I couldn't run'.
75. In the Reception class, children are also studying time. They have looked at old and new buses, including stagecoaches, and there is a very good interactive display reflecting the work that they have done. They have looked at habitats and have learned which habitat is the most likely for a variety of mini-beasts. Children have been introduced to simple mapping by looking at where it is likely to be safest to cross the road. In both classes, the outdoor area and the local environment are used to support learning in this aspect of the curriculum. The children were taken to visit the local park and visitors also come in to talk to the children, for example the Mobile Animal Company in connection with the animal topic. The children are encouraged to use computers in both classes. They control the mouse with confidence, know how to select a program, change the screen and to click, drag and move pictures. An examination of children's work reveals that ICT is introduced in all aspects of the Foundation Stage curriculum.

Physical development

76. Teaching in both the Nursery and the Reception class is good. At the time of the last inspection, teaching was satisfactory in the Reception class and good in the Nursery. There is an adequate range of equipment in the outdoor area attached to the Nursery, which the children use well. They ride large wheeled toys with increasing confidence and staff arrange equipment, for example tyres and large construction apparatus, so that the children are able to improve their balancing skills. There is no climbing equipment in this area, but staff take the children to the fixed climbing equipment on the field in order to provide opportunities for this activity.
77. Reception children do not have access to wheeled toys or climbing apparatus in their outdoor area. During the autumn term, they have some time allocated to use the Nursery outdoor area in order to have some continued access to wheeled toys. They also visit the climbing

apparatus on the school field and they have indoor physical education lessons on a regular basis. One apparatus lesson in the hall was observed during the inspection, which was good. It was carefully planned to enable children to build on previously learned skills and the lesson moved at a brisk pace. Children showed that they are aware of health and safety issues and that they are developing spatial awareness. A significant number of the children are performing above the expected standards for children of this age.

78. In both classes, children are being taught to hold pencils correctly, to use scissors safely and to glue carefully. All children, including those with particular needs, are making good progress and most will achieve the expected standard by the time they enter Year 1.

Creative

79. Most of the Reception children, including those with particular needs and those for whom English is an additional language, are achieving the standards expected. Teaching is consistently good in both classes. In the Nursery, children have access to painting at all times. They use paints and brushes with increasing confidence and can explain what they are doing. In one very good lesson observed, children were using 'pudding' paint, mixing it with powder paint and using paddles to spread it. Throughout the activity, the teacher talked to the children, encouraging them to experiment and pointing out what happened when colours were mixed.
80. In the Reception class, children have many opportunities to develop these skills. In a good art lesson observed during the inspection, the children were encouraged to use an artist's designs of animals to look at the differences between two-dimensional and three-dimensional models. The children were able to identify the snail painting by Matisse. Lessons are carefully linked to the current topic and there are good cross-curricular links established to support other aspects of the curriculum.
81. In both classes, role-play areas are used particularly well to support learning and the rooms are alive with good quality displays of the children's work, all of which reflect the current theme. Music is used to support learning, for example the singing of number rhymes. This aspect of the curriculum could be developed more. The provision for creative learning makes a valuable contribution to the children's social and cultural education.

ENGLISH

82. Indications are that the pupils' attainment is improving across the school as a result of good teaching overall. In the 2002 National Curriculum tests for Year 6, the pupils achieved results that were well below the national average but above the average for similar schools. In the 2002 National Curriculum tests for Year 2, the pupils achieved results in reading that were well below the national average but in line with the average for similar schools. Results for writing were better, being below the national average but above the average for similar schools. The Year 6 results for English were better than those for mathematics and science. The 2003 results are encouraging, showing sustained improvement in the proportion of pupils reaching the expected Level 4, although the proportion reaching the higher Level 5 remains low.
83. Inspection findings show that the pupils are achieving well and making good progress as a result of the good teaching that they are receiving, some of which is very good and excellent, most notably in Year 4. Given the low base from which the pupils start, however, standards at the end of Year 2 and Year 6 remain below national expectations. The pupils in Year 6 have experienced a number of years of uneven teaching quality and the two current Year 6 teachers have worked particularly hard to fill in the gaps from the pupils' learning from the past. Most progress has been made in the last year. The very good leadership and management, effective implementation of the literacy strategy, particularly over the last year, plus the good teaching have resulted in good improvement overall since the last inspection. Improving standards in all aspects of English, particularly in writing, spelling and handwriting have been a major focus of the school, with the strategies introduced meeting with success.

In Year 6, there are effective booster classes, while effective additional literacy strategies are planned in other year groups.

84. Standards in speaking and listening are below expectations at the end of Year 2 and Year 6. Although by the time the pupils are eleven most begin to show increasing confidence when speaking to adults, many find it difficult to explain their ideas in any depth. Throughout the school, speaking and listening skills are under-developed and pupils lack confidence in sharing their ideas. This area has been correctly identified for improvement. Pupils do not have the breadth of vocabulary or the knowledge of grammar to sustain a discussion. This was evident, for example, in a Year 6 class when the pupils were invited to ask questions after the teacher had taken the part of a character in a story. Good prompts were provided for them to think of questions to get behind the character's feelings. This makes a good contribution to the pupils' spiritual development.
85. The majority of pupils are attentive when their teachers give explanations. When they answer questions, many teachers affirm pupils' responses by asking additional questions to extend the pupils' thinking, but often they just give one-word answers. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults. They effectively build up an atmosphere of trust in which self-esteem and self-confidence are enriched and pupils are becoming increasingly confident about making contributions. All staff, including teachers responsible for pupils with English as an additional language and teaching assistants, make an effective contribution to the progress of all pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers.
86. Overall, standards in reading are below average by the age of seven and eleven, although a significant number of pupils attain the expected standards. Younger pupils are beginning to build on a number of skills in order to read the text. For example, pupils in Year 2 use strategies to work out words that they find difficult, such as sounding out the letters and finding clues in the pictures. The majority of the oldest pupils in Year 6 are beginning to show that they understand the notable ideas from the story, but not all refer to the text to talk about their thoughts; however, the majority of pupils across the school clearly enjoy reading. Higher-attaining pupils are appropriately challenged. Effective time is allocated during the school day for pupils to read quietly either individually, with partners or guided in groups. Teachers and teaching assistants carefully monitor the pupils' progress and choice of books.
87. Skills in writing are below average by the time pupils are seven and eleven. The combination of a well-structured literacy hour together with the good and sometimes excellent teaching has a positive impact on the pupils' progress in writing and means that they achieve well considering their prior attainment. Pupils enjoy the good quality texts that they share in class. They practise a good range of writing skills during literacy lessons, including narrative, poetry and descriptive writing. They are also encouraged to express their opinions in writing on matters such as school uniform, as seen, for example, in Year 4. As pupils move through the school they write more imaginative stories but often make spelling and punctuation errors and much of their written work lacks depth. For example, pupils in Year 2 build on their knowledge of nouns, which they identify within the given text, in order to improve their story writing. In Year 5 pupils use the well-known story *The Three Little Pigs* as a basis to write it from a different viewpoint. For example, "...Then I went to the next pig's house to ask for some medicine for my allergy..." Higher-attaining pupils in Year 6 are beginning to structure their stories well, regularly use paragraphs and improve their work by using more complex sentences. For example, "I want to capture the feel of raging winds like a pride of lions chasing their prey to the ends of the Savannah plains..." They use persuasive text when they consider whether or not physical education should be compulsory in school. One higher-attaining pupil wrote, "PE is a good source of energy, it has been proven by scientists to make children much healthier than if they were cooped up in the classroom doing work all day."
88. Pupils are given spellings to learn for homework and practise spelling strategies in class as was seen in an outstanding lesson in Year 4. The pupils rose to the challenge in which they effectively copied, learned and tested each other. By the time pupils are eleven, the majority of them are developing a fluent handwriting style: they join letters correctly and it is usually legible. This has been a successful whole school focus for improvement since the last

inspection. Overall, the presentation of work has improved although there are some variations in a few classes, dependent on the teacher's expectations. ICT enhances the pupils' learning successfully in this subject.

89. In the most effective lessons the teachers' good subject knowledge is shown in the setting of challenging work that is carefully matched to pupils' differing capabilities. Lesson introductions are used well to promote discussion and kindle pupils' interest so that they listen attentively. Skilful questioning and explanations ensure that the pupils understand their work. Behaviour is generally good and is based on the positive relationships amongst pupils and between adults and pupils. Praise is used well to show pupils that their work is valued and to encourage higher standards. Appropriate group and individual targets are set termly for writing, providing a constant reminder of what pupils need to do to improve. There are good relationships in most classes and personal development is fostered well. In most lessons, the majority of pupils co-operate and collaborate well in small group work. Teachers often use the final part of the lessons effectively to assess the progress their pupils have made and to affirm their learning by revising the main features of the lesson. Where teaching is weaker, some unclear explanations of the work leads to the pupils' lack of motivation and contributes to some problems with behaviour and response.
90. Marking is consistent across the school. It is constructive and encouraging, and written advice is given to pupils on how to improve their work. Displays of the pupils' work show how English supports other subjects across the curriculum through the written accounts of trips and visits. There are some missed opportunities to develop literacy further across the curriculum because of the limited planning for and teaching of subject specific skills, which would require more sophisticated use of language and vocabulary.
91. There is good provision for pupils who have special educational needs and those for whom English is an additional language. They make good progress, as group activities are well organised. They are well supported by the teachers and teaching assistants and appropriately included in all aspects of the subject. Their progress is systematically recorded so that the next steps in learning can be carefully planned.
92. The leadership and management of the subject are very good. The co-ordinator, who has only been in place for a year, has achieved much in a short time and has the potential to make further rapid strides with the subject. There is very good diagnosis of the strengths and areas for improvement in English across the school. There are appropriate assessment procedures and the pupils' progress is monitored regularly. Test results are analysed to identify targets for improvement, but the teachers now need to pinpoint what needs to be taught specifically for the pupils to progress from one sub level to the next, for example, from Level 3c to 3b. The library is small and under-used, so that the pupils' library skills are under-developed. Resources are adequate and are well organised, accessible and in good condition.

MATHEMATICS

93. In the most recently reported National Curriculum tests in 2002, the Year 6 pupils achieved results which were well below average compared with all schools nationally and similar schools. These results are lower than those in English and science. Standards in the present Year 6 reflect these results. The same pupils gained very low results in their 1999 Year 2 tests and have made satisfactory progress since then. School records and inspection evidence, however, show that much of the progress has been made during Year 6, where some of the teaching is very good. This group of pupils made slow progress overall when they were in Years 4 and 5 because of some weak teaching and staff changes. Work seen in Years 4 and 5 is closer to the expected standard, and overall progress is now satisfactory. The 2002 test results in mathematics were below those in both science and English. The 2003 results are disappointing.
94. The results of the Year 2 National Curriculum tests in 2002 were below the national average, but were good when compared with similar schools. Standards have continued to improve and are now in line with national expectations. Pupils make good progress and achieve well

during Years 1 and 2 as a result of good teaching. The provision for talented pupils is very good and enables them to achieve very high standards.

95. By the end of Year 2, the pupils have been taught to use a range of strategies for calculating mentally and on paper. They have a secure grasp of basic number facts and use these to solve problems and in investigations. They learn to halve and double numbers and work with units of measurement related to length and mass. Teaching is good overall in Years 1 and 2, with particular strengths in Year 2. This class is very well taught by the co-ordinator and there is a good level of additional adult support during lessons. In one very good lesson, pupils were given good opportunities to develop their mental skills as they found halves and doubles of numbers. The lesson was very well prepared and activities were matched accurately to the widely differing needs of individuals and groups of pupils. Higher-attaining pupils applied their new learning to solving problems, while a pupil with special educational needs worked on recognising and recording numbers. The learning support assistants make a very strong contribution to learning during lessons, ensuring that all pupils are fully included in all activities. Another good feature of teaching in Years 1 and 2 is the quality of marking. Work is checked thoroughly and annotated to record successes and to note areas where individual pupils are struggling. Occasionally lessons are unsatisfactory where explanations of tasks are unclear so that pupils do not know what to do.
96. By Year 6 pupils generally have a grasp of the four rules of number, understand the links between fractions and decimals and use a range of strategies to attempt to solve problems. Their books show clearly that they have had to cover much ground during the year, and standards are generally still well below those expected. Nevertheless, a few pupils are achieving at the higher Level 5. Aspects of data handling have not been covered in much depth and this restricts the pupils' ability to record data in science and geography. Teaching during Years 3 to 6 is satisfactory overall. Although much of the teaching seen during the inspection was good, a scrutiny of the pupils' books showed some shortcomings and inconsistencies. In all lessons observed, teachers varied tasks and activities to match the widely differing needs of pupils. Pupils' books show that this is not always the case, particularly in some classes where all pupils are given the same examples to tackle. Marking is far less thorough than that seen in Years 1 and 2, and in some classes pages are left unmarked. As a result, errors and misunderstandings are not picked up quickly and pupils do not have visible feedback on their work. The presentation of the pupils' work varies across the school and in some classes is quite untidy so that errors occur, for example where decimal points are ignored. More attention should be paid in some classes to careful drawing of graphs and geometric shapes.
97. All lessons start with an introductory mental activity, during which all pupils are challenged. Teachers are careful to ensure that less confident pupils have time to answer, and potential higher attainers are extended with more difficult questions. There is a good emphasis on problem solving and investigations in some classes. At times these opportunities to apply their knowledge and skills capture pupils' interest and motivate them. In a Year 6 lesson, pupils showed real interest in solving problems where numbers were represented by letters of the alphabet. The lesson moved at a brisk pace, and the teacher intervened very effectively as pupils worked to move their learning forward. He had high expectations both of work and behaviour and the pupils responded well. One pupil said, "I like this lesson!" Teachers use correct subject vocabulary and encourage pupils to explain their strategies and understanding, although many pupils find this difficult. Strategies for computation are thoroughly taught and reinforced. In a good Year 4 lesson on subtraction, both the teacher and the learning support assistant challenged pupils to identify the strategy they used to achieve their answers. The lesson was lively and stimulating and engaged pupils of all abilities throughout.
98. Pupils have some opportunities to use their mathematical skills across the curriculum, but this is an aspect for development. ICT is used well to assess and record pupils' progress, and also in supporting learning for individuals and groups. Day-to-day use of computers in the classroom as part of the daily numeracy lesson is more limited. The co-ordinator used the interactive whiteboard very effectively when teaching groups and a whole class. Specific support for pupils learning English as an additional language, Travellers and those with

special educational needs is good. They make good progress when supported directly; in other lessons they progress at a similar rate to others in their class.

99. Management of the subject is good. The co-ordinator has monitored systematically and analysed teaching and learning. The issues identified have formed the basis of the school improvement plan for mathematics. Staff training is already having an impact on teaching and standards, and the school is now well placed to make good progress.

SCIENCE

100. In the 2002 teacher assessments for science at the end of Year 2, the proportion of pupils achieving the expected Level 2 was well below the national average and in line with the average for similar schools. Performance at the higher Level 3 was better, being below the national average but above the average for similar schools. The 2003 results show some improvement at Level 2. In the 2002 National Curriculum tests for Year 6, the pupils achieved results that were well below both the national and similar schools' averages. Girls outperformed the boys by a margin greater than that nationally. The results for science, which were similar to those for English and better than those for mathematics, represented very poor progress from the pupils' previous attainment in Year 2. The 2003 science results are similar to those for 2002.
101. Inspection findings show that standards are similar to those indicated by the test results, being below national expectations in Year 2 and well below national expectations in Year 6. The teaching across the school is satisfactory overall, enabling the pupils to make satisfactory progress over time. Standards are beginning to improve lower down the school as the teaching is becoming more consistent and the curriculum guidance has improved since the last inspection.
102. The teachers plan carefully, in line with both the school's and the national guidance to ensure that the pupils access an appropriately broad range of scientific experiences. As a result, most pupils in Year 2 are able to describe the parts of a flower and the particular features of different materials. They can connect up a simple circuit and record their observations both in sentences and in diagrams. Higher attainers can explain why a bulb will not light in an incomplete circuit, whilst middle and lower attainers generally just describe what they see. The teachers help the pupils to build up a broader and deeper knowledge of scientific facts as they move through the school. By Year 6, for example, the pupils are able to work with more complex electrical circuits and are familiar with the effect of heat on different substances. Whilst these older pupils are familiar with technical vocabulary such as 'condensation', and 'reversible and irreversible' changes, limitations in their language skills mean that they have difficulty in recording clearly what they have done and explaining their observations. One of the shortcomings in the teaching and in the curriculum planning is the lack in systematic development of scientific enquiry skills.
103. In the lessons observed, the teachers made it clear to the pupils what it was they were expected to learn and provided them with appropriate opportunities to undertake practical work. The teachers make every effort to engage the pupils and sustain their interest. In a Year 2 lesson on the use of camouflage for survival, for example, the teacher showed the pupils some large brightly coloured pictures of animals as a stimulus for discussion. The pupils responded enthusiastically and were keen to answer the teacher's questions and offer observations of their own.
104. Teachers use a variety of teaching methods including whole-class discussion, individual research and group work, which is mainly for practical sessions. The group work provides appropriate opportunities for the pupils to develop their social as well as their scientific skills. The pupils enjoy their science sessions but, on occasions, they do become over-excited and the teachers have to work hard to refocus them on their work and ensure that they listen carefully to contributions from others in the class. The recent science fair, organised by the Year 6 pupils, was well managed and enthusiastically received by other pupils in the school. It provided good opportunities for the personal and social development of all of the pupils.

105. Whilst there is some evidence that teachers plan to meet the differing needs of pupils in the class, this practice is not consistent. Nevertheless, appropriate interventions by the class teacher and support staff generally ensure that all pupils, including higher attainers, those with special educational needs and those with English as an additional language, progress satisfactorily. There were no observed differences in the achievements of boys and girls or pupils from different ethnic groups. The teachers use praise to good effect in lessons to recognise the achievements of individuals and to provide encouragement. There is some helpful marking in the books, particularly in Year 4, which challenges the pupils to think more deeply about their observations. Some books in Year 5, however, had not been marked all year. The school was tackling this issue.
106. Whilst there are a few examples of the use of ICT to support learning in science such as the bar chart produced in Year 2 to display favourite foods, the use of computers to underpin learning needs to be planned for on a more regular basis. Speaking and listening skills are developed satisfactorily during discussions, but opportunities to develop and consolidate both writing and number skills are missed because of the weaknesses in the planning for and teaching of scientific enquiry. More specifically, in the lessons observed, teachers need to take care to ensure that they do not overcomplicate group activities so that the pupils become confused, and that they do not dominate discussions during practical work.
107. The subject has been overseen by the headteacher for the past two years. Whilst she has a good overview of teaching and learning, the many demands on her time have not enabled her to focus as much time as the subject has warranted. Some useful moderation of the pupils' work has been undertaken, however, but assessment largely focuses on coverage rather than what the pupils know, understand and can do. The data available is not being used systematically to set targets for learning or to inform planning. Another member of staff is to take on the responsibility for the subject in September. Given the signs of improved standards and more consistent teaching, improvement since the last inspection is satisfactory.

ART AND DESIGN

108. The last inspection reported that pupils met national expectations by Year 2 and Year 6. Attainment by the end of Year 6 is now above standards expected nationally. This represents good improvement since the last inspection. Most pupils, including those with particular needs and those for whom English is an additional language, make good progress. There are no significant differences in the attainment of boys and girls.
109. No art lessons were observed in Years 1 and 2 during the inspection. An examination of the pupils' work, including sketchbooks, collage and displays, which are of a good standard, indicates that pupils are reaching the levels expected nationally. There is evidence of a satisfactory range of materials and techniques being used to support learning in the subject. There are some good displays reflecting the use of art to support learning in other areas of the curriculum, such as observational drawings of shells following a trip to Alfriston relating to geography and science, and line drawings of a Victorian School reflecting studies in history.
110. Two lessons were observed in Years 3 to 6. The teaching was good in one and very good in the other. In the very good lesson observed in Year 3, the artistic knowledge and skills of the teacher had a direct impact on the learning of the pupils. The teacher transmitted her enthusiasm for the subject to the pupils and asked suitably challenging questions. Her expectations were both high and realistic and the pupils responded by working hard, which enhanced learning in the subject. By the time the pupils reach Year 6, work seen indicates that they have an increasing knowledge of the work of other artists such as Lowry, Van Gogh and Matisse. Progression in knowledge, skills and understanding can be clearly seen by comparing pupil studies of Van Gogh in Year 3 and later in Year 6. The pupils are being introduced to a wider range of materials and techniques including clay and tie-dyeing. Work in sketchbooks reflects good progress over time. Displays are of a good standard and are linked to all areas of the curriculum.

111. The subject is led and managed very effectively. There has been a focus on improving teacher expertise and the policy has been updated recently. A creativity week was held earlier this year. The artist who was in residence for the week came from the Nigerian village that was being studied as a contrasting area in geography. There are some very good examples of work around the school based on African culture, which was produced during this time. Links have been developed with the local secondary school with visits from the art teacher there and a group of pupils to Year 4. The school uses the local authority scheme of work. Improved planning and teacher expertise are benefiting the progress of pupils. Currently, insufficient planned use is made of ICT to support learning in the subject. The subject leader has already identified areas for improvement, such as developing assessment procedures and increasing the opportunities for the use of art and design to support other areas of the curriculum. Art and design is a priority in the school improvement plan for the next academic year.

DESIGN AND TECHNOLOGY

112. Only one lesson was observed during the inspection so no overall judgements can be made about teaching. Evidence for other judgements is based on a scrutiny of work, the teachers' planning and discussions with the co-ordinator.
113. The teachers provide appropriate opportunities to design and make a range of artefacts in line with national guidance. As a result, by Year 2 the pupils have worked with textiles, designing their own puppets, and constructing vehicles from wood. They have also designed and made masks from cardboard. The pupils have been taught a range of simple joining techniques such as sticking with glue and sellotape and stitching. Higher attainers are able to cut material accurately and stitch neatly. The pupils have planned their own designs and have made simple evaluations of the outcomes. The pupils have made satisfactory progress and have reached standards that are in line with national expectations.
114. Standards are below national expectations by Year 6. Whilst pupils have been challenged to design and make increasingly complex artefacts, with a wider range of materials, skills have not been taught systematically so the finished products are below the standards expected. Joining techniques for example, have not progressed significantly from the standard of those now shown by Year 2.
115. In the Year 5 lesson observed, the pupils made satisfactory progress in their ability to evaluate both their own and others' musical instruments which had been recently completed. The teacher had planned appropriately and provided a suitable framework to enable the pupils to undertake the evaluation. They found this process difficult as it has clearly not been taught effectively before but they did persevere, with support from the teacher. The pupils also had difficulty in distinguishing between an artefact and the material from which it is made, which suggests weaknesses in their scientific as well as their design and technology understanding. These issues clearly need to be tackled if standards are to improve.
116. Leadership and management of the subject are unsatisfactory. A member of the senior management team has been responsible for the subject for the last year. Before that time, no one had oversight of the subject. Little progress has been made in the year, with no policy, no development plan and no clear view of how to prioritise the next steps for improvement. Assessment procedures are embryonic at best. The subject is to be taken over by an enthusiastic and committed member of staff in September, as the current co-ordinator will be leaving the school.

GEOGRAPHY

117. During the inspection only two lessons were observed in Year 4 and Year 6. No teaching was observed in Years 1 and 2 owing to the organisation of the timetable. Inspection judgements are therefore based upon discussions with teachers and pupils, the examination of planning and the analysis of work.

118. At the end of Year 2, attainment is in line with national expectations and the pupils are making satisfactory progress. Attainment at the end of Year 6 is below national expectations and pupils are making unsatisfactory progress over time. Pupils with special educational needs make satisfactory progress owing to the very good support provided by the learning support assistants.
119. Pupils in Year 2 have been taught to use a map of the Island of Struay to identify places but this is not developed to show grid references. They demonstrate an understanding of the differences between rural and urban areas and use information in a local study. In Year 6, the pupils' work on rivers lacks development and does not show how the landscape is altered by river flow. Work is not marked and the level of presentation is poor with little completed work seen, leading to low attainment and a lack of geographical understanding. The scrutiny of work shows that some topics undertaken in Year 4 are replicated in Year 6 with no further development, showing a lack of progression and planning throughout the school.
120. The quality of teaching observed was excellent in Year 4 and satisfactory in Year 6. In the Year 4 lesson on the global use of water, the pupils were motivated by the use of stimulating resources and the secure subject knowledge shown by the teacher. Work was carefully differentiated and the more able pupils challenged through the use of careful questions and high expectations. In one instance a pupil expressed sorrow that in order to clean his teeth he used three litres of water when there was drought in other parts of the world. He showed empathy and understanding of the plight of others. The use of carefully prepared resources in a Year 6 lesson assisted pupils to understand how the flow of a river can cause erosion; however, this idea was not extended and the pupils could not recall the term 'meander' which was clearly shown on the large visual display on the classroom wall.
121. Discussion with a small number of pupils in Year 6 indicates that they show an interest in geography. They are keen to answer questions and identify places in Great Britain including Croydon. They can use co-ordinates and translate a grid reference to a place on a map. They know the compass points and can explain how the water cycle works and the way water is led to their homes. They understand that water may be a scarce resource in the future and can talk about pollution in Croydon and the local area. Lack of effective writing skills and low teacher expectation adversely affect the pupils' ability to develop a good understanding of the subject.
122. Field trips are a part of the subject study. Pupils at Key Stage 1 have visited the coast and their work is displayed around the school showing links to literacy and science through an evaluation of a coastal habitat. Pupils in Year 5 have worked on an interactive ICT presentation of the Vanguard Way, a long distance footpath, producing a range of writing using ICT and undertaking visits to the developing site of this path. Overall, however, there is a lack of the systematic development of both subject specific skills and language and number skills, resulting in missed opportunities for the consolidation of geographical understanding and improvements in English and mathematics.
123. The role of the subject co-ordinator is underdeveloped. Her role is humanities co-ordinator with responsibility for both geography and history. She does not have the opportunity to monitor lessons or to scrutinise the pupils' work. A geography policy is in place, which is now due to be evaluated by the staff. Use is made of the national guidance for geography but assessment procedures are limited at present. The use of combined folders for humanities undervalues the importance of geography as a separate subject. More resources are required to support the teaching of the subject.

HISTORY

124. During the inspection only two lessons could be observed in Years 1 and 2. No teaching was observed in Years 3 to 6 so inspection judgements are based upon discussions with pupils and teachers, the examination of the teachers' planning and the analysis of pupils' work. Whilst attainment at the end of Year 2 is in line with national expectations, standards by the end of Year 6 are below national expectations owing to a lack of challenge. This is below the level of attainment in the previous inspection report.

125. Teaching is satisfactory overall, with some good features in Years 1 and 2. As a result, most pupils including those with special educational needs and those with English as an additional language make satisfactory progress. The teachers demonstrate sound knowledge of history and make effective use of appropriate resources, which generate interest amongst the pupils and help them to learn. A good lesson in Year 2 made use of photographs and a live model dressed in Victorian clothes to reinforce the problems that needed to be overcome when swimming in the Victorian era. Pupils trying on Victorian swimming costumes described them as uncomfortable and scratchy; they preferred the current clothes. A lesson in Year 1 demonstrated school life in Victorian England with both teacher and learning support assistant in costume and pupils behaving as Victorian children. In Year 5 the study of Victorian England is extended further through the use of a time line and more detailed work on Victorian inventions and their influence on daily life today. In comparing supermarkets to Victorian shops they expressed concern at both hygiene and the slow methods of serving customers.
126. Where work sheets are used for the younger pupils, they are challenging. They add to the pupils' knowledge and understanding through the use of open-ended questions, such as "What do you think happened?" In the lessons observed, pupils with special educational needs made good progress through the careful support provided by learning assistants and the use of differentiated work sheets. They contribute fully to the plenary sessions.
127. In Year 6 the quality of work is unsatisfactory. There is an overuse of work sheets that add little to subject understanding. They are mainly used for sequencing events, with no further development. Work on the Ancient Greeks and Spartans is underdeveloped. There is limited evidence of work being matched to the differing needs of pupils in the class. Work is unmarked and consequently there is little interest shown in the finished product. Subject specific skills are underdeveloped and few links to literacy can be seen in the scrutiny of work. In both Key Stage 1 and Key Stage 2 there is limited evidence of the work done on the history of other countries or how this has influenced British history. The use of ICT to support learning is limited.
128. There are shortcomings in the leadership and management of history similar to those identified in geography. Whilst it is helpful to have one person with an overview of the humanities, there needs to be a clearer view of the distinct nature of geography and history and how the subjects are developed throughout the school. Use is made of the national guidance for history and the assessment tools are beginning to be adopted. The co-ordinator has little opportunity to monitor progress and ensure consistency of learning from class to class. Currently there is no history policy in place. The subject is adequately resourced and use is made of the personal experiences of staff and other adults in providing real historical artefacts in the subject. This is maintaining the interest of pupils and raising standards in Key Stage 1; however, the lack of marking and the acceptance of unsatisfactory levels of work in Year 6 have led to attainment that is below national expectations.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Only one Year 2 lesson was seen during the inspection owing to the organisation of the timetable. Inspection judgements are therefore mainly based on discussions with pupils and teachers, the examination of the teachers' planning and the analysis of pupils' work. There was not enough evidence to make a judgement about teaching in Years 3 to 6. Attainment in ICT is in line with national expectations by the end of Year 2 and Year 6. This represents an improvement since the last inspection. The introduction of laptop computers enables pupils to use computers outside the classrooms.
130. At both key stages the pupils can log on and off, load and save programs and access the Internet. They are able to use a range of software including word processing and a database. Work displayed in the school shows that pupils can use a digital camera and clip art to enhance text. They use a database to compare results in other subjects, including mathematics and geography. In Year 6 pupils can access the Internet independently and know how to prepare simple presentational software. They are aware of the problems

relating to a computer virus. During the inspection there was no evidence of the use of control technology.

131. The teaching of ICT skills at Key Stage 1 is satisfactory. Lessons are carefully planned based on a comprehensive scheme of work developed from national guidelines. As a result all pupils make satisfactory progress at both key stages. The practice of pairing pupils in the ICT suite enables those with less computer confidence to make satisfactory progress and complete the task in hand. Displays of work show that this satisfactory progress is consolidated in the classroom.
132. In Years 1 and Year 2 the pupils are introduced to basic word processing and drawing programs. In a Year 2 lesson, following a careful and detailed introduction to the lesson by the teacher, the pupils were able to manipulate the text and add suitable clip art to produce an interesting leaflet for pupils in Year 1. The teacher and classroom assistants suitably supported those having difficulty so that all pupils were able to complete the task and make satisfactory progress. A Year 5 presentation on the Vanguard Way, a long distance footpath, showed that the pupils can prepare a simple web site and use ICT to enhance local geography lessons. Use is made of digital photography to enhance work, especially basic text. Pupils in Year 6 reported on a history project involving a visitor to the school using photographs and text. All pupils have an e-mail address and are able to send messages to each other within the school.
133. Before school commences, a group of Year 2 pupils with special educational needs use a basis self-checking mathematics program. Success in its use is leading to improved confidence in the classroom and has contributed to improved end of key stage results in mathematics for this group. Some Year 5 pupils identified with special educational needs also benefit from this support.
134. The ICT training that staff received means that they use the computer suite with confidence and are able to help pupils with difficulties. The use of ICT in other subjects is encouraged through projects such as the Vanguard Way programme. This example can be usefully built on to develop more systematic use to support learning in other subjects. Parents are encouraged to join a computer club run by the local education authority, making use of the suite in order to improve their personal computing skills.
135. The co-ordinator gives a good lead to her colleagues and ensures that the staff are confident in the use of the computer suite and resources available within the school. The action plan is clear and the future development of ICT is carefully identified. The assessment procedures, which identify what pupils can do and how further progress can be made, are satisfactory. Resource levels for ICT are good and effective use is made of funding from the Education Action Zone to support further developments in the curriculum.

MUSIC

136. At the time of the last inspection, music development throughout the school was judged to be unsatisfactory. The curriculum time allocated to the subject was insufficient. An examination of the timetable suggests that the time allocation has been increased. There has been some improvement since the last inspection, but it is limited. No lessons were observed in Years 1 and 2 during the inspection. Music is used to support assemblies, when appropriate music is played as pupils enter and leave. On one occasion the pupils were observed clapping in time to the music as they left the hall and during assembly they sang a hymn tunefully without accompaniment. In some classes, background music is used to support quiet learning, for example in handwriting sessions. There is insufficient evidence to make judgements about the overall quality of teaching, the pupils' rate of progress or their levels of attainment by the end of Year 2.
137. In Years 3 to 6 the teaching is satisfactory overall. Most pupils, including those with particular needs and those for whom English is an additional language, make satisfactory progress over time. In a good lesson observed in Year 5, the pupils were learning how sounds can be altered by using, for example, echo, reverberation or chorus. Pupils were refining their own

compositions of the previous week and were performing in groups to their peers. By the time they are in Year 6, the pupils show some understanding of pitch, dynamics, texture, tempo and timbre, but their levels of attainment remain below those expected for pupils of this age.

138. Extra-curricular provision has improved since the last inspection. A peripatetic teacher visits the school to give guitar lessons and these pupils have already performed in assembly. Music played a part in the creativity week held earlier this year. A Gospel choir visited the school and some Year 6 children are involved with the 'Addington Voices' choir. A range of peripatetic teachers has visited the school and pupils have taken part in singing carols to the elderly and in church at Christmas. Christmas concerts accompanied by percussion have been held in the school and some pupils have been taken to local concerts.
139. Currently the subject is led and managed by the headteacher: an unsatisfactory burden along with her other responsibilities. There is no music specialist on the staff. The headteacher recognises that subject specific skills are underdeveloped, and a year of in-service training has been organised with the local authority music specialist for the next academic year. The school uses a national scheme to support learning in the subject, which will be adapted to meet the needs of the pupils within the school. The policy will be updated during this period and teaching will be monitored regularly. At the moment assessment is a weakness and has also been identified as a priority for development in the coming year. Currently, the subject makes a limited contribution to the pupils' spiritual and moral development.

PHYSICAL EDUCATION

140. Provision is made for pupils to perform the range of activities required by the National Curriculum; however, only a small number of these were seen during the inspection. Most sessions observed were games lessons, with one gymnastics period in Year 2 and outdoor activities in Year 4. It is not possible to judge overall attainment across the full range of required activities. On the evidence from the lesson observations, standards at the end of Year 2 are broadly in line with expectations, and this matches the findings of the last inspection. Standards in the current Year 6 in games are below those expected at this stage and have fallen since the school was last inspected. In the lessons observed in other year groups, pupils achieved average standards.
141. By the end of Year 2 the pupils have been taught to explore different movements with confidence and control. During a very short gymnastics lesson, most pupils varied their movements and could produce different zig-zag patterns as they travelled across the floor. Pupils generally worked well with partners to develop and improve their work. A few pupils, including one Traveller pupil, made limited progress because silly behaviour slowed their learning. The teachers manage foolish behaviour patiently and firmly and endeavour to include all pupils.
142. Year 6 pupils showed little interest and made little effort during a lesson on fielding and striking. Although the teacher had very good subject knowledge and demonstrated the skills very clearly, few pupils could follow the instructions. While a few could anticipate the ball, field and throw well, many did not. Only a small number of pupils could hit the ball well, and many showed weak eye-hand co-ordination. Most pupils had little interest in co-operating with others in a game. The games skills in Years 3 and 4 were significantly better, and in line with those expected. School records show that standards in swimming have improved significantly since the last inspection, with many more pupils able to swim the expected distance of 25 metres.
143. The overall quality of teaching is satisfactory. The most significant factor in slowing the pace of learning in many lessons was the need to repeat instructions and ensure that all pupils were co-operating. Most teachers have secure subject knowledge and demonstrate skills confidently, although there is scope to develop this aspect of teaching in Years 1 and 2. All lessons follow the recommended structure and begin with a warm-up session. In the better warm-ups the teachers explained the purpose of different activities. Learning support assistants provide very effective support. In a Year 3 lesson, pupils worked hard in spite of the heat and benefited from working in small groups to reinforce their basketball skills with the

learning support assistant. Others learned and practised hockey skills with the teacher who was able to focus well on individuals.

144. Provision for physical education has improved recently, and the school is reaping the benefits of a range of initiatives that bring specialist teachers and coaches into the school. Year 4 pupils, for example, made very good progress in a cricket lesson led jointly by their teachers and a cricket coach. The clear demonstration of bowling, which broke down the action into its component parts, enabled many pupils to bowl correctly.
145. Subject leadership is satisfactory overall. Although the co-ordinator has not been involved in monitoring the subject across the school, he has raised its profile and has been involved in widening the curriculum. Overall, the improvement since the last inspection is satisfactory. Provision for extra-curricular activities and resources for games have improved. The school now needs to introduce assessment procedures. The hard play areas are still in an unsatisfactory condition and need re-laying.