

INSPECTION REPORT

ST JOSEPH'S RC JUNIOR SCHOOL

Woodend

LEA area: Croydon

Unique reference number: 101795

Headteacher: Miss Giulia de Rosa

Reporting inspector: Dr Pauline Buzzing OBE
15849

Dates of inspection: May 6th – 9th 2003

Inspection number: 246151

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Woodend Upper Norwood London
Postcode:	SE19 3NU
Telephone number:	020 8653 7195
Fax number:	020 8653 0807
Appropriate authority:	The governing body
Name of chair of governors:	Mr Harry Mellor
Date of previous inspection:	17 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15849	Pauline Buzzing	Registered inspector	English Music Educational inclusion including race equality	The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19693	Sally Hall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
8316	Jozefa O'Hare	Team inspector	Mathematics, Information and communication technology (ICT), Art and design, history, Special educational needs	

31838	Martyn Williams	Team inspector	Science, Design and technology, Geography, Physical education English as an additional language	How good are curricular and other opportunities?
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The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a mixed junior school of average size in the London Borough of Croydon and serves 247 pupils. There is a rich cultural mix in the school, deriving from the wide variety of ethnic groups, of whom the largest groups are Black African and Irish. There are a few refugee children in the school. The pupils come from a range of home environments. Many are nurtured and well supported through all aspects of home life, but some come from complex home circumstances and find the daily routine of school a source of comfort and security. Over half the pupils in the school come from the neighbouring borough of Lambeth and boroughs other than Croydon, and this proportion has increased since the previous inspection. The proportion of pupils eligible to take free school meals (15.7 per cent) is about average. The school has 50 pupils identified as having a special educational need, 37 at the stage known as School Action, 22 on School Action Plus and three pupils with a Statement of Special Educational Needs. The needs range from moderate learning difficulties to some pupils with emotional and behaviour problems. Some 16.9 per cent of the pupils come from homes where English is not the mother tongue, and this is high, compared to most other schools. Very few are at an early stage of acquiring the language, but many of the pupils have been at the early stage of learning English as an additional language during reception, or Years 1 and 2. Evidence shows that a further, significant, minority had substantial difficulties in communication, language and literacy at the Foundation Stage. These factors combine to produce lower standards at entry in English than in mathematics and science. Overall, standards on entry vary from year to year; recently, they have been a little above average.

HOW GOOD THE SCHOOL IS

This is an effective school, with some very good features. By the time the pupils leave the school at the end of Year 6, standards are well above average and pupils show good achievement during their time at the school. There are few differences in the standards reached by boys and girls. Teaching is good overall, and very good in terms of the expectations that staff have of the pupils. Leadership and management are good, and the school has a clear vision of where it is going next. Overall, value for money is good. This is an improvement since the previous inspection.

What the school does well

- Standards in mathematics, science, art and design and physical education are well above average at the end of Year 6.
- The good leadership and management, teaching and learning, enable the pupils to achieve well during their time in the school.
- The pupils' very good attitudes, behaviour and personal development rest on the school's excellent provision for spiritual, moral, social and cultural development.
- The school provides a very good curriculum, with an excellent range of extra-curricular activities.
- There is very good provision for pupils who have English as an additional language, and for those who have special educational needs.

- The contribution of the community to the pupils' learning and the school's links with partner institutions are very good.

What could be improved

- Although the pupils' annual reports are satisfactory, they do not give parents enough information about how their children are doing and how they can improve their work.
- Some marking of the pupils' work is not playing its full part in telling the pupils what they need to do to improve.

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 November 1997. Since then, improvement has been good; the school's response to the key issues in the previous inspection report has been thorough and systematic. After a slight dip in 1999, standards have risen steadily in the national tests at the end of Year 6 in English, mathematics and science, so that they are well above average in comparison with similar schools in all three subjects. The school narrowly missed achieving its targets in 2002; the targets for 2003 are ambitious, but realistic, and the school is on course to reach them. The quality of teaching has improved; the proportion of very good and excellent teaching has nearly trebled.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	A	C	B	A
Mathematics	A	C	B	A
Science	A	B	A	A

Key

well above average A

above average B

Average C

below average D

well below average E

When pupils enter the school, the standards of their work are broadly average in English and above average in mathematics and science. Overall, the trend in the school's results in the national tests taken at the end of Year 6 is in line with the national picture. Results, in comparison to similar schools in 2002, are well above average and this is broadly reflected in work seen. In work seen during the inspection, standards are well above average in mathematics and science, and above average in English. In relation to standards at entry, this represents good achievement in all three subjects. Standards in work seen are well above average in art and design and physical education,

and above average in history. Standards in ICT, geography and in design and technology are average. Very little class music could be observed during the inspection, and no judgement can be made on standards in music for this reason. Recent investigation work in both science and mathematics is a particular strength; this explains why observed standards in mathematics are higher than recent test scores. Reading, writing, and listening are above average. The school received a School Achievement Award in May 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils' enthusiasm for school is exemplary and they tackle the tasks they are set with great interest.
Behaviour, in and out of classrooms	Very good. Teachers have high expectations of the pupils, and they rarely have to deal with the pupils' behaviour in lessons, so that the maximum time is spent on learning.

Personal development and relationships	Very good. The quality of relationships in the school is excellent. This is a major strength of the school. At all ages, pupils and staff, and pupils and pupils, get on well. The calm, purposeful working environment that results means that pupils can learn effectively.
Attendance	Good. Attendance is above average and pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Teaching is good overall, and one lesson in three is very good or better than that. Lessons are planned effectively, expectations are high, and the teachers know their pupils well. They use their good subject knowledge to manage their pupils' learning with skill, planning interesting lessons, so that the pupils sustain their concentration. Teaching is good overall, in English and in mathematics. The skills of numeracy are now taught very well through the national strategy in mathematics and through other subjects, such as science. Literacy skills are taught well. The excellent relationships in the school are key to providing a first-rate climate for learning. In a minority of cases, marking is not playing its full part in diagnosing weaknesses and telling pupils what they need to do to improve.

Pupils who have special educational needs, and those pupils with English as an additional language, are taught well. The school meets the needs of all its pupils, who learn well and work with good levels of confidence, determination and interest. The effort they put into their learning, be it intellectual, creative or physical, is very good. Occasionally some pupils are unaware of the weaknesses in their own learning, so that they do not know what to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A stimulating and enriching range of learning experiences provides the pupils with good opportunities to achieve well. The range of extra-curricular activities the school provides is excellent.
Provision for pupils with special educational needs	Very good. Effective co-ordination ensures that all these pupils are very well supported in all aspects of their learning and that they all have full access to the curriculum.
Provision for pupils with English as an additional	Very good. Specialist support is provided where necessary and class teachers ensure that these pupils show good achievement.

language	
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Provision for spiritual, moral and cultural development is excellent, and very good opportunities are provided for the pupils' social development.
How well the school cares for its pupils	Very good. Assessment is good and is helping to raise standards. The provision for the pupils' personal development is excellent.

Parents' views of the school are excellent, and the partnership between the school and the pupils' parents is very good. However, inspectors think that, although they are satisfactory, the pupils' annual reports do not give parents enough information about how their children are doing and how they can improve their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher leads very well, ably supported by her deputy, and the senior management team gives a very good lead to the school. Co-ordinators manage their subject areas well.
How well the governors fulfil their responsibilities	Good. The governing body knows the school's strengths and weaknesses well, and effectively carry out their duties of planning the strategic direction of the school, and checking how well it is doing.
The school's evaluation of its performance	Good. The school obtains detailed analyses of test results and co-ordinators of the core subjects monitor these effectively. Co-ordinators could sometimes do more to monitor the pupils' work.
The strategic use of resources	Good. The school's spending is effective, in that it is focused on educational priorities. Governors and senior staff have a clear understanding of the principles of best value. Financial planning supports the school's educational priorities, and the school applies the principles of best value satisfactorily.

Staffing, accommodation and learning resources are satisfactory overall. Staffing levels are good. The quality of the accommodation is barely satisfactory; classrooms are small, and they are not equipped with water for practical subjects. Resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Their children are well taught and make good 	There are no significant points of concern.

progress.

- Parents are happy to come to school with any questions or concerns.
- Their children like school, they are well behaved in school and they work hard.
- The school helps their children to become more mature and responsible.
- The school is well led, and works closely with parents.
- The school provides a good range of activities for pupils outside lessons.

The inspection team agrees with parents' views of the school, but they think that the pupils are very well behaved, and that the school provides an excellent range of activities for pupils outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils enter the school, standards are slightly above average overall. They are well above average in mathematics and science in terms of tests and assessments at the end of Year 2; work scrutiny during the inspection confirmed this. Although the English test results were also well above average, more detailed scrutiny, including examining the early work of pupils, shows that many pupils only just reach the standard required. A high percentage of them have received substantial support because English is not their mother tongue, and a further, significant minority started their schooling with very restricted communication, language and literacy skills. These factors continue to mean that their language is limited, and continues to affect the standards they reach in English. Whilst they function at a level necessary to perform reasonably in the test, they are less skilled at using language in a wide range of everyday contexts.
2. Average point scores in the national tests taken at the end of Year 6 in 2002 show that the pupils' results are well above national averages. They are above average in English and mathematics and well above average in science. When these results are set against standards at entry, pupils are showing good achievement in all three subjects and overall.
3. In work seen, standards are well above average overall, again representing good achievement in relation to standards at entry. Standards are well above average in work seen in mathematics, science, art and design and physical education. They are above average in English and history. Standards in ICT, geography and design and technology are average, and no judgement is made on standards in music.
4. Standards in listening, writing and reading are all above average by the end of Year 6. Pupils read fluently, and build up words they do not know with confidence. Higher attaining pupils talk intelligently about the books they are reading, explain what they think might happen in a story and give reasons for their answers, based on the text. Average attaining pupils recount the events in the story accurately, and read with expression. Lower attaining pupils read slightly hesitantly, but they understand what they have read, and talk about the characters and their actions. They sometimes have problems with words they do not know, and some weaknesses in phonics mean that they mispronounce some words. This spills over into their writing, so that their listening, reading and writing skills underpin some weaknesses in their learning.
5. Standards in speaking are average overall. Higher attaining pupils speak clearly, fluently and with well-developed vocabularies. Average and lower attaining pupils are much less confident, being less likely to use a 'big voice' when they answer questions in assembly, or in class, or when they are reading to the class. Their vocabularies are not wide and, although their understanding of language is above average, they do not use a wide range of words, and answer in short phrases or single words at times. However, standards in literacy in all subjects are above average.

6. The well above average standards the pupils reach in mathematics result from the very well structured implementation of the numeracy strategy, and greater attention being given to the investigative element of mathematics. This emphasis on investigation is also evident in science, where the standards have risen to well above average. Standards in ICT, only average at the end of Year 6, are not higher than this because of the pupils' limited experience lower down the school, at a time when the school was not well equipped for ICT. Now that the school is fully equipped and has its own ICT suite, standards are rising fast, so that younger pupils exhibit above average standards.
7. Throughout the school, the pupils achieve well. This applies to all groups, and the school monitors their achievement effectively. The pupils make their greatest gains in Year 6.
8. The provision for pupils with special educational needs, and for those who have English as an additional language, is very good and results in these pupils making good achievement, relative to their prior attainment. The school's commitment to inclusion is evident in the very strong programme of support that these pupils receive, so that they are identified quickly and provided with the support they need. Gifted and talented pupils reach standards that are commensurate with their abilities; for example, in ICT and in art and design. As a result, these pupils achieve well.

Pupils' attitudes, values and personal development

9. The pupils have maintained their very good attitudes and behaviour found at the time of the previous inspection. The pupils' personal development is very good and there are now more opportunities for them to take responsibility than at the time of the previous inspection. The pupils' relationships with adults and other pupils are excellent. These judgements apply to all groups of pupils in the school. Attendance is good, but levels are not quite as high as at the time of the previous inspection.
10. The pupils' attitudes to school are very good and this has a positive impact on their achievement. They are enthusiastic learners and show great interest in all they do, both in lessons and in their extra-curricular activities. Teachers are very skilled at developing the pupils' sense of self-esteem and self-worth, and the pupils want to do their very best. Some Year 5 boys said that the best thing about school was that 'teachers appreciate our work'. This was seen in a Year 3 mathematics lesson when pupils extended their skills of using adding, subtracting, multiplying and dividing. The teacher's enthusiasm rubbed off on the pupils and they were very keen to take part in a whole-class mathematical game. Through sensitive and individual questioning, the teacher ensured that all pupils, no matter what their level of attainment, were challenged by the work. This gave them confidence to take the next steps in their learning. The pupils were highly motivated and worked well to support each other. The first part of the lesson drew to a close and, as the pupils left for hymn practice, the teacher said they would be carrying on with the tasks when they came back. The pupils all shouted, 'Yes!' with great enthusiasm. Occasionally, when the pupils have been sitting for too long, or the pace of the lesson is too slow, some of the pupils lose concentration and fidget, but do not misbehave.

11. The pupils' behaviour is very good and this has a positive impact on their learning. The school's excellent provision for moral development and feeling of community enables the school to operate in a happy and harmonious environment. The pupils know that adults who work in the school expect very high standards of behaviour and the pupils behave very well in lessons and around the school. The pupils enjoy receiving awards and are proud when their names are read out from the merit book. They are trustworthy and show respect for property, particularly the gardening group, who work hard to maintain and enhance the grounds. The level of exclusions was very low: last year; there was one exclusion for repeated violent behaviour.
12. The pupils' personal development and relationships are very good. The school's very good provision for social development helps the pupils to become mature and well-rounded young citizens. The pupils are eager to take responsibility and willing to help in the classrooms. Older pupils enjoy supporting the lunchtime supervisors and listening to younger pupils read. The members of the school council take their duties very seriously and have brought about real improvements for the pupils, such as an anti-bullying leaflet. Due to the school's success in supporting and respecting all members of the school, relationships are excellent and a real strength of the school. Pupils from a wide range of backgrounds play and work together, whilst respecting and celebrating each other's cultures. In lessons they work particularly well in groups and pairs, sharing ideas and supporting each other. Year 3 pupils wrote some very sensitive poems on love' including the following extracts: 'love can always forgive someone and bring people together'; 'love never ends'; 'Love is important to us, It helps people when they are down'; 'Love is always buried on our hearts'.
13. The outstanding relationships that exist in the school result in a very calm atmosphere, in which the pupils with special educational needs learn and thrive. Additionally, the caring Catholic ethos that pervades all teaching and learning is contributory to the pupils' very positive attitudes, which help them to achieve. Their enthusiasm for the school is outstanding. They are justly very proud of being members of St Joseph's School.
14. The pupils' attendance is good. The attendance rate of 94.9 per cent for 2001/02 is above that found in similar schools and there are no unauthorised absences. The vast majority of parents bring their children to school on time and the school day starts promptly.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching in the school is good; learning is also good. No unsatisfactory teaching was observed, and this is the same as at the previous inspection. During the inspection, two supply teachers were covering classes for members of staff on long-term sick leave. The proportion of teaching that is good or better has increased from six lessons out of every ten to over eight lessons out of every ten. One lesson in three observed during the inspection was very good or better. Examples of very good teaching were seen in every year group. The best teaching is in Year 6, where all the teaching observed was at least good. Two excellent lessons were observed, both in mathematics - one in Year 3 and one in Year 5 - and each of these lessons resulted in the pupils making excellent progress.

16. Teaching is very good in mathematics, science, art and design, physical education and ICT, and good in English and history. No judgement can be made in music, in design and technology and in geography, because of the small amount of teaching that was available to see during the inspection.
17. Particular strengths in teaching throughout the school are the way teachers use their good knowledge and understanding of the subjects they teach to plan interesting lessons, and the methods they use to involve the pupils. They use homework well to extend and develop the learning that takes place in school. They have very high expectations, and use time, resources and support staff very well.
18. In the good and very good lessons, the teaching results in effective learning. The teachers plan lessons well, check carefully the pupils' understanding, and then build systematically on the previous learning. This involves setting tasks that are often carefully graded to meet the needs of individual pupils. In some cases, the involvement of learning support assistants is key. In one Year 5 mathematics lesson, the pupils worked on informal pencil and paper methods to support, record or explain multiplications. After a stimulating warm-up and quick-fire mental calculations, the pupils worked in different groups, according to their levels of attainment, and made very good achievement, tackling challenging tasks and developing their learning.
19. Learning support assistants play an important role in the good and very good lessons. In a very good Year 3 ICT lesson, the pupils worked on their history topic of Ancient Egypt. The pupils with special educational needs worked with the learning support assistant, and they were able to join in the plenary session with their peers at the end of the lesson, where they answered challenging questions about the work they had been doing.
20. This involvement of the pupils through questioning is a strong feature of the very good and excellent teaching that was observed. In a very good Year 6 science lesson, where the pupils planned investigations with parachutes, they suggested changes they could make to their experiments. "I would vary the distance between the object and the screen", said one and "I would try different materials to see if it made a difference to the speed they dropped". The teacher's questions were precise, "What factors would you measure and how would you measure them?" and helped them to arrive at more accurate conclusions.
21. In an excellent Year 6 mathematics lesson, where the pupils applied their understanding of transformation to some problems, the teacher checked regularly for understanding of technical terms, and the pupils used the words in discussion. One pupil commented, "the circle and the square are equidistant", and the pupils showed that they understood terms such as 'quadrant', 'axis', 'transformation' and 'rotation'.
22. Throughout the school, teachers manage the pupils very well. The excellent quality of relationships brings about very good behaviour and attitudes in the majority of lessons. There is a clear, shared understanding of the purpose of lessons, and the pupils play an important role in concentrating and putting plenty of effort into what they are doing.

23. Where teaching is satisfactory, rather than good, the pace may drop, especially if introductions are too long or teachers talk too much, so that the pupils become passive. Tasks are not always designed to meet the learning needs of the pupils, so that higher attainers are not always challenged by the work they are set, or they are ready to move on, but have to sit and wait before they can start on their own work.
24. In work seen, some marking is not playing its full part in the teaching process. Although teachers are conscientious and all marking is done, they do not always take opportunities to tell the pupils what they need to do to improve, so that the pupils' knowledge of their own learning, although satisfactory, is not as good as it could be.
25. The teaching of literacy is good overall. In a Year 3 ICT lesson the teacher insisted on correct mathematical language, and extended the pupils' use of language by insisting that each question they answered should start differently. A good feature of a Year 4 English was observed when the teacher introduced the words 'succulent' and 'delectable' to the pupils, and one very good feature of the teaching in science is the attention to technical scientific language that is part of the diet. Numeracy is very well taught; for example, in science, there is very good use of numeracy to develop measuring and calculating skills, and the pupils present their findings in a variety of ways. ICT is used well in most subjects.
26. The teaching of pupils who have special educational needs, and of those who have English as an additional language, is good and at times, very good. The rate of learning matches the quality of teaching. The staff know the differing needs of these pupils exceptionally well and target their questioning and support very effectively to encourage the pupils and to help them to feel included in all class activities. They provide many opportunities to experience success in front of their peers. This was observed in an ICT lesson, where the teacher invited the pupils to discuss what they had learned about the Anglo-Saxon settlements, using the Internet. The teachers and support staff meet regularly and plan carefully to ensure that the pupils get the maximum benefit from lessons. The school has successfully organised a wide range of support programmes to meet the differing needs of these pupils.
27. The improved percentage of very good teaching and the absence of any unsatisfactory teaching mean that the pupils learn well, and the school meets the needs of all groups of pupils within it. They acquire very good levels of knowledge and understanding overall, they put plenty of effort into their work and develop good concentration skills, as a result of the focused teaching they receive.

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

28. The school provides a well-balanced curriculum and a very good range of learning opportunities that stimulate and enrich the lives of its pupils. It meets the requirements of the National Curriculum very well. As a church school it follows the diocesan requirements for religious education. This provision is inspected separately. There are policies and appropriate schemes of work in place for all subjects, providing clear and consistent guidance to teachers. The very good curricular planning, based on these, ensures that skills, knowledge and understanding are built cumulatively and in a logical sequence at all levels. This is a very good improvement from the time of the previous inspection and has contributed to the rising standards, as has the good

implementation of the National Literacy Strategy and very good implementation of the National Numeracy Strategy. The amount of overall lesson time each week for all subjects is broadly average. Although lesson time is above average for English, mathematics and art and design and below average for science, geography and history, very good cross-curricular approaches and an excellent range of extra-curricular activities ensure that a suitable balance is maintained

29. The range of extra-curricular activities to support the pupils' studies is outstanding. There is a varied programme of visitors and educational visits both in the locality and local community and farther afield to enhance learning; for example, in history and geography and broaden the pupils' experiences. All classes visit the Planetarium. There are regular dance and drama workshops and trips to activity centres each year. After-school clubs include choir and instrumental clubs, music, science and gardening clubs, art club, computer club, Spanish and French clubs. There are queues to join some of these, such is the level of motivation they inspire. There are numerous teams for track and field sports because each pupil who turns up regularly to practise earns a place in a team. These enter local and national competitions with frequent success. The school's commitment to sport is recognised by the Sport England Gold award.
30. There is very good equality of access and opportunity for all girls and boys, including those with special educational needs, those for whom English is an additional language and for those pupils identified as gifted and talented. This is provided by teaching methods and materials that allow everyone to contribute and feel included in lessons, and by the good monitoring and support of the pupils' academic progress and excellent procedures for monitoring and supporting their personal development. All pupils have equal access to the curriculum. Careful planning now ensures that pupils who are withdrawn from lessons for support; for example, in English or for instrumental tuition, do not miss important work in other subjects. Appropriate role models are provided within the school; although all full-time staff are female, the involvement; for example, of sports instructors and the generous contributions of time and effort of parents, mean that both girls and boys have suitable examples to follow.
31. Provision for pupils who have special educational needs is very good and is a praiseworthy improvement since the previous inspection. The curriculum for these pupils is particularly well adapted to their needs, as evidenced in the high quality of individual education plans. The targets in these plans are detailed and precise; they are accompanied by useful outlines of work programmes. The teachers and support assistants use these programmes very effectively to promote the progress in basic skills and across all subjects. The very good assistance that these pupils receive to access the curriculum ensures that there are no barriers to learning or to any aspect of school life.
32. Apart from their individual education plans there is little adaptation of the curriculum necessary for pupils who have English as an additional language. This is because only two pupils are at an early stage of language learning and their needs may largely be met through the normal provision for English as a core subject. A trained specialist gives structured support outside and at times within lessons. Parents who speak the relevant languages also make a strong contribution so that overall, these pupils quickly learn to play a full part in the life of the school.

33. Very good provision is made for the pupils' personal, social, and health education. Much of this is undertaken through religious education, but there is also in place an appropriate programme of discrete lessons on current affairs and citizenship for older pupils. The governing body has decided that sex and drugs education should be part of the curriculum, delivered largely through the science and religious education lessons. These studies make a good contribution to the pupils' understanding of their own development and the responsibilities of being a member of the wider community.
34. The school has very good links with the local community, especially through the church, and these strengthen the range of opportunities available to pupils. The parish hall provides much needed space for various activities, which include a breakfast and several after-school activities. These make an important contribution to the pupils' social development. The Croydon Sports Partnership regularly provides expert instruction to enhance the PE curriculum and support the frequent successful entries in local and national sports competitions. Parents, too, who have expertise in various areas regularly contribute to school life; for example, by helping pupils to read, playing the piano in assemblies and assisting in sports clubs and lessons. In consequence, there is a real sense of unity that encourages and motivates pupils to do well.
35. The school has very good relationships with both the infants' school, other Catholic junior schools and with the secondary schools to which pupils move at the end of Year 6. The transition from infant to junior school is made smooth because of regular liaison and sharing of information between establishments. Pupils learn to swim at the training pool of another junior school and develop sporting and social skills through an extensive programme of competitions and matches. Links with a neighbouring secondary school provide extension work for pupils in science and ICT and secondary staff help to run extra-curricular French classes. Links are further strengthened by Spanish speaking pupils at St Josephs, who visit the secondary school to give conversation practise to older pupils. They much enjoy this and build up self-esteem very well through the opportunity to 'be teachers' and share their cultural heritage.
36. The provision for the pupils' spiritual, moral, social and cultural development is excellent, and it is at the core of the school's ethos.
37. The provision for the pupils' spiritual development is outstanding. Assemblies provide collective acts of worship, and pupils are given a variety of opportunities to gain knowledge and insight into values and beliefs. Provision for spiritual development is good in a number of subjects, such as English, art and design and science. Lessons and assemblies bring issues down to the pupils' own experiences, and they reflect on these in a way that develops spiritual awareness and self-knowledge. Every room has a 'prayer corner', where pupils contribute their own prayers.
38. The provision for the pupils' moral development is excellent. Teachers are very good role models and provide clear moral messages through their excellent relationships with pupils and their expectations of behaviour. Pupils know the difference between right and wrong, and the emphasis upon positive, supportive attitudes, consideration and respect for others is maintained throughout the school. The pupils feel valued and appear to have no fear of failure. In physical education, pupils learn to play fairly and compete in the right spirit. Geography

lessons support an awareness of the pupils' place in the world, and the Year 3 map shows where the school fits in, and indicates the countries with which individuals in the class have links.

39. The provision for the pupils' social development is very good. Pupils are encouraged to relate positively to each other through the ethos of the school, through opportunities to work together on residential courses and field trips and through collaborative work in most subjects. Teachers have high expectations of pupils with regard to courtesy, respect and behaviour towards others. There is very good development of social skills in lessons, where pupils often work co-operatively in pairs and small groups. The school council provides Year 6 pupils with opportunities to take responsibility, and to develop leadership skills; each council representative is allocated to a class with which they liaise. Opportunities are not developed gradually through the school, although there are some indications of pupils being involved with younger pupils; for example, the Year 3 ICT leaflet on the school, which is designed for Year 2 pupils before they come to St Joseph's.
40. The provision for the pupils' cultural development is excellent. Pupils have a strong awareness of their own culture, but they also have a very healthy interest in cultures and values that are not their own. Everyone is included. The Spanish pupils in the school were keen to emphasise that they felt their culture was valued and understood; they were proud of their heritage and the school clearly encouraged them in this. The rich cultural mix within the school is used well to develop an awareness of living in a multicultural society, and the absence of racial disharmony is testimony to this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school continues to provide the very good level of care found at the time of the previous inspection. The schools' strengths lie in the outstanding level of support for the pupils' personal development and the staff's high expectations of good behaviour and intolerance of bullying. Assessment featured as a key issue for action at the previous inspection. Since then, the school has made very good improvements, so that procedures are now good, thorough and well implemented.
42. The school provides good educational and personal support for its pupils. The Catholic ethos of mutual respect permeates all aspects of school life, and is particularly evident in the way all members of the school community (including staff, pupils, parents and governors) show high levels of care and concern for each other. The procedures for monitoring and supporting the pupils' personal development are excellent. The staff know the pupils very well and any pupils with difficulties are identified, sensitively supported and monitored, through regular pastoral support meetings; for example, a teaching assistant leads a beneficial social skills group. The school's very good links with various outside agencies enable the pupils to receive very good support and guidance. The learning mentor works closely with individual pupils to nip any disaffection and underachievement in the bud, and the breakfast club provides a very useful facility for working parents.
43. The school pays good attention to health and safety, and supervision at breaks and lunchtimes is good. The caretaker is vigilant of potential hazards. He and the deputy headteacher make regular checks of the building with the governors and these form the basis of risk assessment.

Appropriate procedures are in place for emergency evacuations of the building. Testing of portable electrical appliances takes place each year, but is not recorded.

44. The school has satisfactory arrangements for child protection. The head teacher is the designated member of staff with responsibility for child protection and carries out her duties effectively. The school recognises the need to train another senior member of staff to ensure good coverage. Staff are aware of the school's procedures and know to report any concerns to the headteacher. The brief child protection policy does not contain details of training and the school has not formalised the arrangements for pupils in public care. The arrangements for first aid are good. Two members of staff are qualified in first aid and others have received basic training. Pupils who are ill or injured receive good care and attention in an appropriately equipped medical area, and parents are kept well informed.
45. The school's arrangements for monitoring and improving attendance are good and the school is successful in ensuring that families understand the importance of pupils being in school. Registers are marked correctly and the administrative officer quickly follows up any unexplained absences. The school works closely with the attendance officer who successfully promotes and rewards good attendance. The school is effective in discouraging lateness. As a result of all these measures, attendance is good and the pupils spend the maximum time on their learning, so that they show good achievement.
46. The school's procedures for monitoring and promoting good behaviour are very good. This is not a highly regimented community, but one where the ethos of treating everyone with courtesy and consideration touches all aspects of school life. Staff have high expectations of good behaviour and are very good role models. Teachers have their own methods of rewarding good behaviour, and the pupils are proud when they receive merits in celebration assemblies, and headteacher awards. A consistent and effective system of sanctions through the use of 'reflective time' gives pupils the opportunity to talk and write about their involvement in antisocial incidents. These procedures make strong contributions to the very good climate for learning in the school.
47. The procedures for monitoring and eliminating oppressive behaviour are very good and the school has a clear anti-bullying policy. Bullying was recently discussed by the school council, and its members have produced a valuable, anti-bullying leaflet for pupils. This has clarified the pupils' understanding of bullying and of where to go for help. The school has not drawn up a policy for restraint and control of pupils.
48. The good assessment procedures ensure that each pupil's progress is tracked, plotted on graphs and analysed. Information is subsequently used well to provide support as needed. For example, the current Year 4 pupils were given additional assistance with literacy when they were in Year 3. As a result, this implementation is helping to raise standards. The identified weakness regarding assessment and recording of subjects has been addressed. Each class teacher maintains an assessment file where progress is recorded. Information from these records forms the basis of setting targets for the pupils' improvement. New initiatives, such as the pupils' self-evaluation in ICT, for example, help them to be more aware of their own learning and what they need to do to improve.

49. Day-to-day guidance through marking is inconsistent in some classes, and less effective than it needs to be, particularly in English and mathematics. The teachers tick the pupils' correct answers, but do not always provide pointers of how work can be improved. Useful opportunities are, therefore, missed to extend the pupils' learning further.
50. The identification of pupils who are likely to experience learning difficulties is very good. The teachers identify pupils at an early stage, and monitor their progress regularly. The co-ordinator for special educational needs, support staff and teachers use their expertise well to identify these pupils' needs, so that appropriate programmes can be provided. The staff place a strong emphasis on preventive work. Towards this end, they give the pupils sensitive help, counselling and guidance in both schoolwork and behaviour. In addition, the outstanding relationships that exist throughout the school help these pupils to grow in confidence and self-esteem.
51. The very strong teamwork among teachers and learning assistants is another factor in the pupils' good achievement. The school's procedures for early identification of pupils who may encounter learning difficulties start very early, before they are admitted into the school. In September 2002, the school implemented baseline assessment as part of the tracking system. Analyses from assessments are used to provide appropriate provision for pupils with special educational needs. The individual educational plans are appropriately reviewed each term and statements of special educational needs are reviewed annually.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has maintained its very good partnership with parents and carers found at the time of the previous inspection. The links with parents are very effective, and the school encourages them to become involved in their children's education and the life of the school. Parents have very positive views of the school and are very supportive of its work. The information that the school provides to parents is only satisfactory, as the pupils' annual reports do not give parents enough information about how their children are doing and how they can improve their work.
53. Parents and carers hold the school in very high regard, and they expressed extremely favourable views at the pre-inspection meeting and through the Ofsted questionnaires. They have confidence in the way the school is led and managed and feel that staff are very approachable. They consider that teaching is good, and particularly value the wide range of extra-curricular activities offered to their children. Almost all parents who responded or expressed an opinion say that their children are expected to work hard and are making good progress. They appreciate the way the school works closely with them and feel that the school keeps them well informed about how their children are getting on. The parents are pleased with standards of behaviour and feel that the school helps their children to become mature and responsible. The inspection team shares all these positive views, but thinks that behaviour is very good, rather than good, and that the range of extra-curricular activities the school provides is excellent.
54. The school's links with its parents are very good. Parents feel that the school is very welcoming and staff are available to talk with parents at the end of the day. 'Contact' books

are used when pupils have particular difficulties, and provide a valuable means of communication between home and school. The school values parents' opinions and conducts regular surveys. Useful computer courses for any adults, who are connected to the school, including the parents who help in school, are proving very popular.

55. The information, which the school provides for parents, is satisfactory. New parents are well informed about the school through visits and meetings. The prospectus and annual governors' report are informative and contain all the required information. Monthly newsletters keep parents informed about future events, but rarely celebrate the school's successes. The school invites parents to beneficial information sessions; for example, on choosing a secondary school, and sends parents valuable information each term about what their children will be studying. Termly consultations with teachers provide parents with good opportunities to discuss their children's progress. The pupils' annual reports are satisfactory. Although they inform parents about what their children can do, there is not enough information about how their children are progressing and how they can improve their work.
56. The parents' involvement with the work of the school is very good. The very active parent teacher association raises considerable funds for educational purposes as well as organising social events. Parent governors are committed and supportive of the work of the school. Parents enjoy supporting events such as the leavers' play and special services, and a working party helped to produce the school banner. Parents feel very much part of the school community and are more than willing to support each other; for example, at a time of bereavement or as translators for parents whose mother tongue is not English. All parents have signed the home-school agreement.
57. Parents are regularly informed of their children's progress. With regard to those pupils who have behavioural problems, there are frequent after-school meetings to ensure that parents are aware of the pupils' progress towards the targets they have been set.
58. The parents' contribution to their children's learning is very good. The school values the help offered by about ten parents who assist in the classrooms each week. Parents also make valuable contributions by transporting pupils to sports matches and musical events. The vast majority of parents are very interested in their children's education and attendance at parents' evenings is high. Most parents give good support at home by ensuring that homework is completed, listening to their children read and helping with projects. There is clear evidence that the school has the confidence of all the communities it serves.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the school are good overall. The headteacher leads very well, and has a clear vision for the school's development, which is shared by all staff. The deputy headteacher provides a first-rate role model in terms of teaching, and works closely and effectively with the headteacher. The strong focus on improvement after the previous inspection dealt effectively with the key issues for improvement, and demonstrates the good choice of priorities for development, and the good action taken to improve these areas. The

school focuses on the inclusion of all groups that make up its community, and promotes racial harmony effectively.

60. The governing body is effective, and all statutory requirements are met. The governors are drawn from a range of backgrounds, and their expertise is used well to support the school in its work. They have a clear understanding of the school's strengths and weaknesses, and the sub-committees check carefully how well the school is doing, reporting regularly to the full governing body. The finance sub-committee has representatives from all the other sub-committees, so that links between educational priorities are well supported by the school's financial planning. The principles of best value are applied well, and the governors play a good role in shaping the direction of the school.
61. The school's aims and values are reflected very well in its everyday work. The excellent quality of relationships and the first-rate provision for spiritual, moral, social and cultural development are evidence of this, as are the improvements in other aspects of provision, leading to higher standards than at the time of the previous inspection.
62. Staff with middle management responsibilities carry out their roles very well. There is particularly good leadership in science, art and design, physical education and mathematics. The co-ordinator for special educational needs and the staff member in charge of English as an additional language also provide very good leadership. The special educational needs co-ordinator provides valued support and guidance to teachers and assistants. There is a knowledgeable governor for this aspect. She has day-to-day involvement and regularly spends time at the school to help with support and to keep an overview of proceedings. Governors are regularly informed of the school's progress in implementing the policy. They monitor the provision through discussions and the formal reports provided by the governor and the co-ordinator.
63. The co-ordinators for English and history lead well. The school's focus on improvement is well illustrated by the work in ICT, where the co-ordinator has driven forward the development of the subject. The co-ordinator provides very good leadership, so that the subject has come from a low baseline to a secure position, resulting in average standards at the end of Year 6, and evidence that standards are rising significantly lower down the school.
64. The school has developed its work in monitoring and evaluating its performance well since the previous inspection. This aspect of the work is now good, and the school takes effective action in the light of its findings.
65. New technology is used satisfactorily in the running of the school; there are no over-demanding bureaucratic procedures, and management information systems work well, without creating undue pressure. The school's financial arrangements are good. Specific grants are used effectively for their intended purposes. The principles of best value are applied well, and the school monitors carefully the educational benefits in relation to its spending.
66. The match of teachers to the demands of the school's curriculum is good and there are no subject areas, or aspects of the curriculum where there is a lack of knowledge. Learning

resources are satisfactory overall, but accommodation is barely satisfactory. The classrooms are cramped, and this does limit the range of strategies that teachers can employ. Despite this, they work hard and make many compromises so that the teaching is good overall, and they struggle to ensure that the pupils are not hampered in their practical subjects by the lack of running water in the classrooms.

67. The priorities the school has chosen for development are good, and show clear understanding of where its weaknesses lie. The school works hard to include all groups of pupils, and the community is harmonious in the majority of its day-to-day activities, promoting racial harmony and equality and focusing on the development of individuals.
68. All adults work hard to raise standards and improve provision for the pupils. Induction procedures are good, and the majority of the school's procedures are implemented consistently.
69. The school's strategy for appraisal and performance management is good. Targets are carefully focused, and the strategy is playing an important part in improving the school. Teaching is well monitored. The school's aims and values are well reflected in its daily work, so that the staff are taking effective action to improve the school's performance. They share a very strong commitment to the development of the school and there is very good capacity for success. The induction of new staff is very good; they are quickly made to feel part of the team.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The governors and managers of St Joseph's Junior School should bear the following points in mind when drawing up the action plan following the inspection:

- (1) improve the quality of reports to parents so that they have more information about how well pupils are doing in the school by:

ensuring that reports give, for pupils of all ages, a clear indication of how well they are doing;

making sure that reports focus on what pupils can and cannot do, whether they are, or are not, making enough progress over time, and how they may improve the standards of their work.

(paragraphs 52, 55)

- (2) ensure that marking plays its full part in the teaching process by:

making sure that the marking of work contains written comments on how work could be improved.

(paragraphs 24, 49, 78, 87, 110, 115)

MINOR ISSUES TO CONSIDER:

continue to seek ways of improving the school's accommodation, particularly for the teaching of practical subjects.*

(paragraphs 66, 99, 105, 128)

Elements of items marked * are contained in the latest school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	23	8	0	0	0
Percentage	4	28	50	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll		Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		247
Number of full-time pupils known to be eligible for free school meals		42

FTE means full-time equivalent.

Special educational needs		Y3 – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		50

English as an additional language	No of pupils
Number of pupils with English as an additional language	18

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	34	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	28
	Girls	31	30	34
	Total	52	51	62
Percentage of pupils at NC level 4 or above	School	81 (81)	80 (75)	97 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	22	27
	Girls	31	31	33
	Total	58	53	60
Percentage of pupils at NC level 4 or above	School	91 (77)	83 (70)	94 (88)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	91	1	0
White – Irish	22	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	29	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	18	0	0
Black or Black British – African	40	0	0
Black or Black British – any other Black background	9	0	0
Chinese	0	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	2	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

Financial information

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.8
Number of pupils per qualified teacher	20.3
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	99 hrs 40 mins

FTE means full-time equivalent.

Financial year	2002/3
	£
Total income	666,571
Total expenditure	665,223
Expenditure per pupil	2,629
Balance brought forward from previous year	96,510
Balance carried forward to next year	97,858

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	247
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	56	43	0	0	1
Behaviour in the school is good.	43	53	0	0	1
My child gets the right amount of work to do at home.	42	41	15	1	1
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	54	42	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	0	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	51	42	6	0	0
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	69	28	0	0	0
The school provides an interesting range of activities outside lessons.	71	24	3	0	3

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

ENGLISH

71. In work seen, standards in English are above average by the end of Year 6, as they were at the time of the previous inspection. Standards in listening, reading and writing are above average, and standards in speaking are average. During the inspection, there was no significant difference in the standards attained by girls and boys throughout the school. Given their average attainment in English on entry to the school, this represents good achievement for all pupils, including those who have special educational needs and pupils who have English as an additional language.
72. Higher attaining pupils speak fluently, with a varied and interesting vocabulary. They communicate clearly and confidently in lessons as they respond to teachers' questions. However, average and lower attaining pupils do not use a wide range of words in their speaking, and often speak very quietly, so that teachers have to repeat what they say, so that the rest of the class can hear their answers. Evidence from the pupils' spelling shows that some pupils do not pronounce words correctly, and this does not help them when they are trying to spell words of which they are not sure.
73. The pupils listen very well to their teachers and to each other. This contributes to the good levels of concentration the pupils display in lessons, and means that they rarely ask for clarification of the tasks their teachers have asked them to carry out. There is a greater emphasis in some lessons on listening than on speaking, so that when pupils learn new words, they often do not practise using them to check that they really understand them properly, and this means that some pupils do not use words to express more subtle ideas.
74. Standards in reading by the end of Year 6 are above average. Higher attaining pupils read fluently, confidently and with expression, so that they make the story exciting by changing the pace, or even attempting accents for different characters; one Year 6 pupil made a good attempt at an Irish accent, which all the class enjoyed. Levels of accuracy in reading are above average. Average and lower attaining pupils are slightly more hesitant, but they use punctuation marks in the text to make their reading interesting, and they clearly benefit from the half an hour of daily reading that all classes have. As they progress through the school, the pupils learn a satisfactory range of strategies to help them with words they do not know, but there are some weaknesses in their understanding of phonics. The majority of pupils use the classroom book collections satisfactorily, although opportunities for research are limited.
75. Standards in writing by the end of Year 6 are above average. The pupils write in a variety of forms, including letters diaries, stories, instructions and poems. Higher attaining pupils write interesting pieces, their sentences develop ideas logically and they use grammar satisfactorily. They write interesting stories, with good control of tension, and an awareness of their audience. Pupils at all levels answer comprehension questions well.
76. The quality of teaching in English is good overall. Teachers teach writing particularly well, with a good mix of creative writing and the mechanics of the craft of writing. However, the teachers

deserve great credit for the way in which they have managed to avoid any sense of dryness in the way they teach the literacy hour, and there is a good balance between functional and creative writing. They have high expectations of their pupils, but it was evident from the scrutiny of work that some teachers too often set the same task for all pupils.

77. Teachers use their good subject knowledge to plan interesting lessons. A Year 3 lesson on speech marks was enlivened using cut out speech bubbles as the pupils created conversations between a pirate and his parrot. Year 5 pupils thoroughly enjoyed a lesson on prepositions as they tried to direct each other through a maze of shapes using a wide range of directions. The quality of learning is good, fuelled by the pupils' very positive attitudes. Year 4 pupils cried, "Yes!" enthusiastically, when their teacher said that they would be doing some creative writing.
78. Ongoing assessment is satisfactory, and teachers use verbal praise well to reinforce what the pupils have done well. However, pupils are not always helped to understand what needs to be improved. There is some good practice in Year 3, where pupils show that they have read the comments their teacher makes, but too often the marking does not link back to targets inside the covers of the pupils' books, and comments are very general. This means that, although teachers conscientiously assess the pupils' work, marking is not playing its full part in helping to raise standards, so that some pupils repeat their errors without appropriate guidance.
79. Pupils who have special educational needs, and those whose mother tongue is not English, receive good support, individually and in small groups, from classroom assistants. These assistants are very knowledgeable, and understand the pupils' learning needs well, so that they make good progress in lessons.
80. Literacy is well taught in a range of subjects across the curriculum. Teachers are careful to check that the pupils understand the words they meet, and this is particularly important, since many pupils do not have wide vocabularies. In hymn practice very few pupils from the whole of Years 3 and 4 could offer a definition of what 'refuge' meant, and a Year 5 history lesson produced few definitions of 'truancy' when the pupils were looking at the school's log book for the 1870s. Literacy is prominent in classroom displays, which focus attention on words, sentences and parts of speech.
81. The co-ordinator for English leads well. She has used data effectively to plot the achievement of individual pupils to ensure that they are reaching their potential. The school has used the analysis of test results well to assess the pupils' standards and make predictions on their performance, feeding this back into the planning, thus further improving provision. English makes a very good contribution to the pupils' spiritual, moral, social and cultural development.

MATHEMATICS

82. Standards in mathematics at the time of the previous inspection were judged to be above average and achievement was good. Now, the picture is even more positive. In work seen, standards now are well above average by the end of Year 6. This improvement results from the greater attention being given to the investigative element of mathematics, the very well structured implementation of the numeracy strategy, the teaching of strategies for making

calculations and the good and often very good teaching. The teaching of mathematics in clearly defined groups according to the pupils' learning needs in Years 5 and 6, and the introduction of additional 'booster' classes, have had a positive effect on standards. There is now a scheme of work to guide teachers' planning, which was an identified weakness in the previous report. During this inspection, no significant differences in performance between boys and girls were noted.

83. By the end of Year 6, the teaching, which is good overall, ensures that most pupils have very secure skills in using and applying mathematics. They use mathematical vocabulary, as they are provided with many opportunities to explain their reasoning and calculations. For example, in a very good Year 5 lesson, the pupils explored different ways of multiplying numbers such as 343 by thirty-six. During the final session of the lesson, the teacher challenged them to multiply 57 by six, and then 5.7 by six, mentally. A good proportion of the pupils managed to calculate the answer correctly. The teacher insisted that they explained and justified their work. This increased the pupils' self-confidence, interest in mathematics and their ability to work independently.
84. Throughout the school, pupils with special educational needs and those who learn through English as an additional language receive a high level of effective support that enables them to join in class discussions. They achieve well in relation to their identified targets. The higher attaining pupils are consistently provided with challenging work to meet their specific needs, as evidenced in last year's national tests, where the proportion reaching higher levels was well above average.
85. The analysis of work and evidence drawn from lessons all show that most pupils have secure understanding of shape, space and measures. From Year 3, the pupils build progressively on their skills, knowledge and understanding. For example, in Year 4, the pupils successfully managed to calculate the perimeter and areas of classrooms. The teacher seized the opportunity to consolidate and extend understanding, by asking the pupils to explain how measurements are recorded. The higher attaining pupils made very good links between these and square numbers, listing a few that came to mind.
86. By the end of Year 6, the pupils show very good competence in measuring and drawing angles, or working out the angle sum of a triangle. The pupils use bar charts or line graphs, if appropriate, to represent collected data such as the effects of evaporation in science. The school is developing the use of ICT well to support work in mathematics. An example of this is when the pupils create spreadsheets in Year 6 and in Year 4; they draw pie charts to show eye colours of pupils at St. Joseph's. This use of ICT in mathematics is still underdeveloped across the school, mainly because of the absence of computers in the classrooms.
87. The quality of learning reflects the quality of teaching. It is overall, good, with some very good and better teaching observed. The teachers make learning enjoyable for the pupils through their own infectious enthusiasm. They use humour to good effect, such as exhorting the pupils 'to use the calculators that God gave them'. The pupils respond accordingly. A direct result of the good teaching is the speed with which the pupils acquire new skills and their ability to consolidate their learning. They successfully transfer these skills to their current tasks and to

other subjects, such as science or geography, so that numeracy in a range of subjects across the curriculum is taught very well. In a minority of cases, marking is not fully contributing to helping the pupils to improve their work.

88. All teachers and the support staff respect and value their pupils' contributions. This ensures that the pupils concentrate well and enjoy their work. The co-ordinator gives a good lead and provides very effective support for her colleagues.

SCIENCE

89. On entry to the school, the pupils' standards are above average. National Curriculum test results since 1999 have improved a little faster than the national trend, and in 2002 the results for pupils in Year 6 were well above average. Girls did much better than boys, the difference being more marked than in England as a whole. This reflected the particular year groups of pupils. In the current Year 6 both boys and girls reach similar standards. The pupils' achievement is very good because they rapidly gain in the confidence and expertise necessary to undertake the successful independent skills of investigation and enquiry, which permeate all their work.
90. Standards at the end of Year 6 are well above average. Pupils have developed a very good understanding that science is about establishing connections between cause and effect and that it is important to test ideas with evidence from observations. They keep systematic records to support their conclusions. They have created graphs and charts, sometimes using ICT, to plot findings after experiments, for example, as part of a national project organised by a prominent detergent manufacturer on the effects of stains on fabrics. Books and displays show that a wide range of work has been very well covered.
91. Higher attainers describe very well the major functions of both human and plant organs. They classify living things readily; for example, according to life cycles and food chains, using their findings very well to explain; for example, conditions for bacterial growth. Average attainers produce work of similar quality, but do not always express themselves as clearly, even though their scientific knowledge; for example, on conductivity of materials and separation or filtration of solids and liquids, is very well developed. In a similar way, lower attaining pupils and those with special educational needs are not restricted to particularly simplified tasks, but are very well challenged and supported so that they keep pace with their classmates. Their powers of expression are not as well developed as those of their classmates so they need greater support in literacy, but their ideas and conclusions; for example, about gravitational forces or shadow formation, are often fairly closely matched.
92. The quality of teaching and learning is consistently very good throughout the school. Teachers foster scientific investigation and enquiry very well and give pupils much freedom to find things out for themselves. In classrooms, corridors and in the grounds there are plentiful, increasingly complex experiments in progress, from the relatively simple charting of the growth of beans in Year 3 to the evaluation of the use of light boxes in Year 6. Lessons are very well planned, to cover all aspects of the curriculum. They are organised very well so that pupils build their skills smoothly from year to year. Within lessons, very good questioning makes pupils think hard so

that they work at a brisk pace. Their increasing interest and concentration are revealed clearly in very positive attitudes and consequent very good behaviour.

93. Literacy is well supported through the emphasis on key vocabulary, so that pupils express themselves well and describe accurately what they are doing. Numeracy skills are reinforced very well through charts, graphs and measurements. ICT features not only in the form of word-processing and use of spreadsheets to record results, but it is also used to make lessons more vivid; for example, through the use of a computer projector in Year 5 to demonstrate very clearly the movement of the earth and sun in the solar system.
94. Pupils with special educational needs are very well supported by well-briefed learning support assistants, so that they make very good achievement in relation to their prior attainment. The very good attitudes and levels of interest and enthusiasm all pupils have for the subject are amply demonstrated by the great popularity of the science and gardening clubs, which help pupils to appreciate the practical and relevant nature of what they learn.
95. Management of the subject is very good. There is now a very good policy and planning that meet the requirements of the National Curriculum. Lessons are regularly monitored to assure consistent high quality. Assessment is very good because the pupils' knowledge and understanding are regularly tracked and the results systematically recorded. The pupils' strengths and weaknesses in each strand of the subject are apparent as a result of the assessment procedures, so that appropriate action may be taken promptly. Resources are good, the school grounds themselves including gardens and a pond, which are particularly well used for scientific investigations, although areas for practical work and storage space within the school are limited overall. Strong links have been developed with a neighbouring secondary school so Year 6 pupils have opportunities for more challenging extension work. Plans are already in place to develop this link for younger pupils too.
96. Since the previous inspection there has been very good improvement in policy, planning, assessment and monitoring. Teaching and learning are particularly closely monitored so that they are of consistent quality and now meet the needs of all groups of pupils very well. In consequence, standards have risen even higher.

ART AND DESIGN

97. Standards being attained by the pupils at the end of Year 6 are well above average. The pupils of all abilities, including those with special educational needs and those for whom English is an additional language, show good achievement. Since the previous inspection report, when standards were judged to be average, the school has made very good progress.
98. There are four main reasons for these high standards, namely the enthusiastic co-ordination of the subject, the very good leadership and management, the good teaching of the subject and the vibrant curriculum that has been very successfully developed. The school has drawn on the Croydon Local Education Authority scheme of work and the best of the national guidelines, to develop a programme most suited to the needs of the pupils, but nevertheless, being mindful of the curricular and intellectual rigour of the subject. The subject is effectively enriched through

the very popular extra-curricular art club, visits to Norwood Hall and Dulwich galleries, and visiting artists. The school is holding an Art Week, immediately following the national tests. These arrangements are contributory to the overall standards that the pupils achieve at St Joseph's School.

99. The pupils are developing the necessary skills well, despite cramped accommodation and the lack of running water in classrooms. A particular example was seen in both Year 4 classes, where the pupils used charcoal, a variety of sketching pencils and graphite, to replicate an art nouveau style. The final scene by one group was outstanding. The teacher and the support assistant celebrated the pupils' success by displaying the finished pictures for others to evaluate. This aspect of art and design lessons contributes to the pupils' overall understanding and appreciation of expressive arts. Scrutiny of work around the school and the numerous portfolios of samples maintained by the co-ordinator, all show that the pupils are learning a very broad range of skills and techniques. These include working with textiles. There are some very attractive Greek vases and masks constructed from papier mâché in Year 3. These links with history deepen the pupils' understanding of the era, as well as their knowledge of craftspeople working in diverse periods and cultures. For example, the pupils celebrate and learn about the impact of Celtic culture through making their own illuminated lettering. In Year 4, the pupils portray Kenyan art, as a celebration of the diversity of their own backgrounds. The final pictures are striking and very effective, in that they replicate the vibrant colours of that country.
100. The subject contributes to the pupils' spiritual, moral, social and cultural development very well. The Year 5 pupils, for example, very effectively captured the style of Clarice Cliff in contrast to Aboriginal art studied earlier. Japanese art and learning about different artists such as Mondrian, Matisse, Picasso or Van Gogh are examples of the breadth of experiences on offer to the pupils. ICT is used well in art and design. While no lesson in art and design was observed in Year 6, samples of work indicate that the pupils reach well above average standards, when working in different media, such as watercolours, charcoal or pastels.

DESIGN AND TECHNOLOGY

101. Standards at the end of Year 6 in work seen are average. Owing to the school's timetabling arrangements it was not possible to observe any lessons during the inspection. Judgements are, therefore, based on an examination of the pupils' work, photographic evidence, discussions with staff and pupils and the examination of planning documents and records. This presents a similar picture to the findings of the previous inspection and the achievement of boys and girls of all abilities remains satisfactory.
102. Pupils in Year 6 have produced ideas for slippers taking inspiration from various sources and producing a good range of well-made practical examples. There is little evidence, however, to show how they have planned and approached their construction. In discussion all pupils satisfactorily recalled what they had been asked to do, grasping the concept of a 'design brief', although without using that term. When questioned, average attainers confidently gave examples to show what had and had not worked, seeing the limitations; for example, of glued soles, and recognising the benefits of stitching. They did not reflect on the suitability of the

materials for their purpose. Pupils recalled considering the needs of the user, but made no reference to systematic evaluation and testing of what they make. When considering a task to produce a moving toy using an electric motor, pupils showed that their skills in evaluation were not well developed because they had not thought much about the limitations of resources available or the conditions in which the models would operate. Several pupils commented that their roundabouts did not in fact work, but they made little connection between the power of the motor and the weight it was required to drive.

103. Pupils learn a limited amount of food technology work overall. Examples in Year 3 show that in creating 'Healthy Sandwiches' pupils see how the different food types they have met in science lessons have a practical and enjoyable dimension. The making of various kinds of bread in Year 5, from Irish soda bread to naan bread, also adds a good multicultural dimension to the pupils' studies as they discover how different recipes meet people's needs in different circumstances. Pupils build up an appropriate vocabulary particularly in this area of work, writing terms such as 'carbohydrate' and 'protein' correctly. They make appropriate links; for example, through electrical circuits to other aspects of science. The various measurements they are required to take support the development of their numeracy skills. A portfolio of work samples included photographs taken with a digital camera and contained examples of word-processed plans and evaluations to show that ICT is used satisfactorily to support the subject.
104. As design and technology was not taught during the inspection week it was not possible to judge the quality of teaching and learning. Planning documents show that the needs of all pupils are considered, with appropriate support material in particular for lower attainers and those with special educational needs. The pupils' confidence in discussions suggests that they respond well to this, have good attitudes towards their work and enjoy learning. However, discussions with teachers and with pupils indicate that there are some problems in teaching this practical subject in the cramped accommodation.
105. The school has taken satisfactory steps to address the shortcomings identified in the previous report. There is now a subject co-ordinator, but there is still only limited monitoring of the subject taking place. The management of the subject is satisfactory because the subject co-ordinator checks teachers' planning to assure its good quality, and samples the pupils' work to make sure of the outcomes. There is, however, no regular monitoring of teaching or a detailed formal assessment system in place beyond general observations on outcomes of the pupils' work, to determine precisely how well pupils learn and hence, to support future planning in the most effective way.

GEOGRAPHY

106. Standards are average by the end of Year 6, and this represents satisfactory achievement for pupils of all levels of attainment. Owing to the school's timetabling arrangements it was not possible to observe any lessons. Judgements are based on the examination of the pupils' work in books and on display, the examination of subject documents and from discussions with staff and pupils.

107. By the end of Year 6, pupils show, through a lengthy project on rivers, that they have some knowledge of places and environments at several scales in different parts of the world. In discussions about their work, most pupils described well instances of flooding in general terms. Higher attainers made tentative explanations, showing that deforestation might contribute to an increase in water levels, but did not recognise any significant patterns. Through related history studies, pupils see some of the factors linking the growth of industry with pollution, but, on balance, they make only basic observations about the effects of human activity, having only a limited grasp of the connections and relationships that make places interdependent. Average and higher attainers showed a good understanding of mapping, locating accurately a wide range of places. Some gaps in the work of lower attainers made it hard to judge how well they coped in similar tasks. Measurements and the recording of data support the pupils' numeracy skills, but in discussion, pupils showed, in practice, only a limited understanding of mapping scales, suggesting that this is an area for development.
108. ICT is well used, examples of Internet research being prominent. The digital camera is also used to record vivid and relevant images, making learning more real and memorable. Higher attainers express themselves well, but average and lower attainers do not write so competently. The teaching of technical vocabulary such as 'meander', 'alluvium' and 'lateral erosion' supports the pupils' literacy skills and accurate expression.
109. There was insufficient evidence to make a secure judgement on teaching and learning. From their willingness to talk about their work it appears that pupils have good attitudes to their studies and enjoy research, especially when this involves interviewing people. Examples of work show that the tasks set for all pupils are broadly the same, but with an increase in support material for lower attainers and those with special educational needs. This helps everyone to learn at broadly the same rate, although marking does not always tell pupils what they need to do to improve.
110. Management of the subject is satisfactory. The subject policy has been revised, new books, maps globes and atlases purchased and good planning has been put in place to ensure that all aspects of the subject are taught. There is now a satisfactory assessment system that follows the basic statements of outcome in the nationally recognised scheme of work that is used. A new, more detailed system has recently been prepared, but has not yet been trialled.
111. The co-ordinator is able to monitor teachers' plans and to sample the pupils' work to help to ensure consistency. It has not been possible to develop this practice to contribute to raising standards by identifying strengths or areas for improvement through the monitoring of lessons. The lesson time allocated to geography is below average. To compensate for this to some extent, geography studies are blended with other subjects where possible; a Year 3 lesson on Ancient Egypt, for example, included as much geographical as historical information. Additionally extra-curricular visits give pupils first-hand experience of research; for example, at Godstone in Surrey. Pupils participate in extra-curricular competitions that support their studies well. The school won the award for best junior school entry by Years 5 and 6 in the Royal Institute of Navigators' annual project competition. Higher attaining pupils clearly do well, but, in discussions, pupils commented that not every pupil had entered, so the impact of this competition on the work of pupils of average and lower attainment is limited.

112. Since the previous inspection, the subject has made satisfactory improvement. Matters raised in the previous report have been tackled, although assessment is still not fully developed to contribute to planning to the extent that it should.

HISTORY

113. Standards in history are above average by the end of Year 6 and all groups of pupils show good achievement in the subject. Since the previous inspection report, which judged that the pupils made satisfactory achievement and attained average standards, the school has made good improvements, including the development of an up-to-date scheme of work for the subject. This featured as a key issue for action.
114. The good achievement that the pupils make is indicative of good teaching. As the pupils progress through the school, scrutiny of the pupils' work shows that they develop an increasingly good sense of chronology. In addition, they progressively build on their enquiry skills and by Year 6, they have good understanding of how to discover about events, people and changes, from primary and secondary sources, including ICT. This is seen in studies of Britain since the 1930s, for example. Their understanding is deepened, when the pupils are provided with opportunities to link historical events with their own area, but the marking of work does not always tell the pupils what they need to do to improve. During the inspection, for example, the pupils learned about the effects of the Second World War on Croydon. These widen the pupils' knowledge and enable them to relate their own period of history to others.
115. The pupils recognise the characteristic features of past societies and periods. In Year 3, for example, the pupils realise that life in Ancient Greece is different from that in modern Greece and in Year 4, the pupils make links to other cultures and societies at the time of the Roman Empire. They make suitable use of their developing research skills in literacy, ICT and geography, to find information about that era. Similarly, in Year 5, the pupils learn about the differences and similarities in schooling, between Victorian and present day. Reading the transcript of a school logbook, they were delighted to note the changes that have taken place in schools, since then.
116. The pupils develop their enquiry and observation skills well, because of the variety of artefacts and resources that the co-ordinator is acquiring. This is an improvement since the previous inspection. The displays of items, such as costumes, in the classroom provide the pupils with opportunities to appreciate fully the nature of the period. An informative and interesting display associated with the Victorians in Year 5, or items associated with the Second World War, in Year 6, enable the pupils to understand historical events and have a feel for the lives and times studied.
117. Leadership and management are good. The co-ordinator for history has worked hard to develop the subject, including schemes of work and assessment. She organises visits and visitors to provide interest to the pupils' learning in history. There have been visits to places such as the Imperial War Museum, Crystal Place and Hever Castle. The Globe Theatre

Company made a presentation about the Victorians. These experiences effectively enrich the pupils' curricular opportunities in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. The previous report judged standards to be average and achievement, satisfactory in basic skills of word-processing. Since then, the subject has been broadened nationally and the school has very successfully ensured that all elements are appropriately taught. The co-ordinator is pivotal in this development. Presently, standards, by the end of Year 6 are average and all groups of pupils show good achievement. This is a very good improvement since the previous inspection.
119. The school now has a computer suite and an area in the adjoining room, where younger pupils can reinforce their skills in the subject. The use of the computer suite and the very good quality of teaching by the co-ordinator are already having a positive impact on standards. However, there are no computers in classrooms to enable the pupils to use their newly developed skills in the subject, to support and extend their learning in other subjects. Nevertheless, there are plans in hand to purchase laptops in the near future. This shortage of resources is the main weakness in the school's provision.
120. While standards are average by the end of Year 6, younger pupils achieve very well in the subject and are attaining above average standards. This is the direct result of the very good teaching by the co-ordinator. In one lesson in Year 3, for example, the pupils competently extracted and interpreted data in graphs. They turned data into questions, to ask, "How many pupils were missing from the survey?". The supported group, working with the class teacher, also succeeded in extracting data from a bar chart. The teacher took the pupils step by step, but allowed them a measure of independence, by encouraging them 'to have a go'. In this lesson, the pupils' learning was very good, both in ICT and mathematics. Similarly, in Year 4, the pupils made very good learning gains in history, when they accessed the Internet to find out about the Anglo-Saxons. They produced an information sheet on an aspect from that era. They moved at a rapid pace to acquire skills to minimise, maximise and restore, as required. The pupils very effectively used their literacy skills to collect and record information.
121. Analysis of work, displays around the school and assessment files, indicate that Year 6 pupils use this technology across other subjects, as seen in the multimedia presentation of 'energy' in science. In this way, the pupils improve their knowledge, skills and understanding in both subjects. A particular strength in these arrangements is the close link that teachers make with all areas of the curriculum. During the inspection, for example, Year 6 pupils were observed persevering through their lunch break, and utterly absorbed in trying to beat their own time in matching equivalent fractions, decimals and percentages.
122. The quality of teaching is consistently very good. The present arrangement, whereby the co-ordinator leads the teaching and learning in each year group alongside the class teachers, lies at the heart of the successful development of the subject. Her infectious enthusiasm, the excellent subject knowledge and how to teach it, result in raised confidence in teachers and improving standards for the pupils.

123. The co-ordinator has made a very good impact upon the development of the subject. Schemes of work are planned across the full range of the curriculum, including art and design and music, as evidenced in the portfolio of the pupils' samples in each year group. These samples are dated, annotated and levelled, so that the teachers can check the validity of their assessments. There are very good, practical links with the infant and secondary schools, to ensure continuity of learning. The co-ordinator very effectively enriches the pupils' curricular opportunities, by running a computer club, which is very well supported. Overall, ICT makes a very good contribution to the pupils' spiritual, moral, social and cultural development.

MUSIC

124. Very little class music was taught during the week of the inspection. The music co-ordinator had been absent since the start of term, and the Year 6 pupils were preparing for their national tests in the following week. No judgements could be made on the standards reached by the end of Year 6, or on the quality of teaching. All pupils learn to play the recorder in Years 3 and 4, and in a Year 3 recorder lesson, the pupils played rhythmically and with enjoyment. The teaching was satisfactory. Singing in the hymn practice was tuneful, but the pupils did not project their voices very effectively, so that the volume was muted.
125. Resources for music and the scheme of work, both of which were commented on critically at the time of the previous inspection, are now satisfactory.

PHYSICAL EDUCATION

126. Standards in physical education are well above average by the end of Year 6. The very good achievement of boys and girls of all abilities is demonstrated consistently in lessons, and also in the school's regular success in a very wide range of matches, tournaments and competitions, where almost every pupil takes part.
127. By the end of Year 6 almost all pupils meet the national expectation of swimming 25 metres unaided. Pupils have access only to a nearby training pool, and its small dimensions make it difficult for them to extend their skills further. In gymnastics they are strongly aware of space and the majority move with very good control and economy of movement. The pupils' work is clearly developing to include a definite idea of display, although in one Year 6 lesson observed only about one third of the class grasped the concept of a good finish that demonstrated audience-awareness. Field and team games are strengths, and demonstrate the consistently precise co-ordination of the vast majority of pupils. The skill of evaluating both their own and each other's performances is very well developed so that they consistently choose, combine and apply techniques, skills and ideas with precision and accuracy.
128. Pupils learn to express themselves and discuss work accurately using appropriate terminology because key words are emphasised. Their numeracy skills are also reinforced thanks to attention given; for example, to measurements of distances run and of the length of throws. The pupils' skills in ICT are also supported, not only through their word-processing of records of results, but also through their use of the digital and video cameras. Pupils take pictures of each

other so that these may later be used for the whole class to analyse and evaluate the best techniques in order to apply them to their own work in future.

129. The quality of teaching and learning is very good. There are major strengths in teachers' knowledge and understanding of the subject so that pupils have high quality models to follow. Close attention is given to health and safety, so that by Year 6 pupils know not only the effects of exercise on different parts of their bodies, but also a significant amount about muscle groups, their functions and the consequences of injuries. The teachers' very good use of probing questions means that pupils evaluate and improve their skills and techniques. By Year 6 almost all pupils hone and polish what have already become precise and controlled performances.
130. Thanks to very good praise and encouragement, pupils with special educational needs developed their skills very well in throwing the javelin, their technique and consequent result being hardly less than those of their classmates. The very good support given by the highly experienced instructors of the Croydon Sports Partnership, and also the generous contributions of knowledgeable parents, are very well deployed. In consequence, pupils have plenty of expertise to guide them and make them think hard about what they are doing so that they achieve very well. Their very good attitudes and behaviour, and especially excellent relationships with each other and all adults, mean that they learn quickly, thoroughly and with enthusiasm.
131. Extra-curricular opportunities extend learning very well through, for example, dance workshops and sports practise, the numbers of pupils who regularly attend testifying to their great interest. Homework, too, extends learning well; Year 4 pupils, for example, were required to produce a short written description of the muscle groups they had exercised in hoop and ball activities.
132. The subject is very well managed. Lessons are frequently monitored through team teaching, where the co-ordinator teaches alongside her colleagues. This helps to assure consistently high standards. The assessment of the pupils' gains in skills, knowledge and understanding is very good because it is regular and takes into account achievements in relation to the National Curriculum, both in lessons and in extra-curricular events and competitions. The range of extra-curricular clubs is vast, which means there is something for everyone. Moreover, anyone who regularly comes to a practice is rewarded by a place in a team. The fact that there are now several football teams does not alter the fact that they each regularly compete against other schools. More often than not, they win.
133. Since the previous inspection, the subject has made very good progress. Standards at the end of Year 6 have improved from average to well above average, thanks to improved teaching and assessment. The motivation and success of staff and pupils in the development of physical education is amply demonstrated in the Sports England Gold award, presented to the school in 2002.