

INSPECTION REPORT

MERTON PARK PRIMARY SCHOOL

Merton Park, London SW19

LEA area: Merton

Unique reference number: 102639

Headteacher: Mr S Roberts

Reporting inspector: Mr R Sharman
1696

Dates of inspection: 7th – 10th October 2002

Inspection number: 246219

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 10 years

Gender of pupils: Mixed

School address: Church Lane
Merton Park
London

Postcode: SW19 3HQ

Telephone number: 0208 5427128

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Appropriate authority: The governing body

Name of chair of governors: Dr G Mason

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1696	Mr R Sharman	Registered inspector	Educational inclusion, including race equality Special educational needs English as an additional language English Information and communication technology Religious education	How high are standards? How well are pupils taught? What should the school do to improve further?
9537	Ms C Marden	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
6169	Mr M Bradshaw	Team inspector	Foundation Stage Science Geography History Music	How well is the school led and managed?
32242	Mr M Elliott	Team inspector	Mathematics Art and design Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average primary school with 156 pupils. Although the numbers of boys and girls are broadly the same, they are not evenly spread across the school leading to considerable imbalances in Years 2 and 5. Since the last inspection the school has been reorganised into a primary school and by September 2003 will cater for pupils aged three to eleven. Currently there is no Year 6. Approximately 20 per cent of pupils come from minority ethnic backgrounds with a few at the early stages of learning to speak English. The attainment of children starting in the Nursery has been changing and is much broader than it was, especially in language, communication and literacy where a significant number of pupils now have English as an additional language. Attainment is now broadly average. Across the school 17 pupils have special educational needs, a proportion that is well below average. One pupil has a statement of special educational need. Two per cent of pupils are eligible for free school meals, a figure that is well below average. Pupils come from the immediate area which predominantly serves families from middle income groups. There have been significant staff changes in recent years.

HOW GOOD THE SCHOOL IS

Merton Park Primary School is a good school. Pupils' achievement is good as seen in the standards attained by the ten-year-olds which are above average in English, mathematics and science. The pupils learn in a very positive environment which lives up to the school's motto 'Be Inspired' and ensures that all pupils are catered for. Teaching is good. Teachers hold high expectations for their pupils, who in turn work hard and speak very well of their school. Relationships and pupils' personal development are very good. The school is very well led and has made good improvement since the last inspection. It provides good value for money.

What the school does well

- Pupils' achievement is good and is reflected in the above average standards attained by the ten-year-olds in English, mathematics and science.
- Teaching is good as seen in pupils' achievement.
- The leadership of the headteacher is very good. The school is well managed. This is reflected in the good improvement since the last inspection.
- The curriculum is good. Pupils are interested in their work and are keen to learn.
- Very good provision is made for pupils' moral and social development. This contributes significantly to the pupils' good personal development and very good behaviour.
- The care the school provides is very good and gives the pupils the confidence to learn.
- Parents are very supportive of the school.

What could be improved

- The standards attained by the ten-year-olds are below average in geography.
- Although the standard of pupils' writing is broadly average across the school, it is not high enough.
- Planning for the development of pupils' skills in art and design, geography, history and scientific investigation is not systematic or consistent enough.
- Not enough use is made of the targets that have been set for pupils to reach when planning their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Overall, its strengths have been maintained. Improvement since the last inspection has been good. Parents and governors have commented on the rapid improvement in the past two years. The teaching has improved considerably and pupils make good progress. This, together with the good curriculum, has raised standards in Key Stage 2. Standards in art and design have improved satisfactorily. Standards in geography in Key Stage 2 have not improved

enough. The leadership is very much better, as is the management, with the priorities for improvement carefully linked to the school's finances. The support for pupils with special educational needs and those with English as an additional language is very much better and these pupils have good access to the curriculum. Effective arrangements have been established to assess pupils' progress and targets have been set for them to reach. Not enough attention is given to these when work is planned. Improvement in the provision of information and communication technology (ICT) has been considerable and the requirements with respect to the National Curriculum are now met. The statutory requirements with regard to the school brochure and the governors' annual report to parents are still not fully met. There has been good improvement in the communication to parents. The information provided about the curriculum is very good but the annual reports parents receive lack sufficient detail about the progress their children make. The school is well placed to continue to improve.

STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A*	A	B	C
writing	A*	C	D	E
mathematics	A	A*	A	B

Key	
very high - in the top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The standards attained by the seven-year-olds, seen in the inspection, are above average in reading and mathematics and average in writing, where standards are rising due to the extra attention being given to the teaching of writing. In science, the teacher assessments showed standards that were very high. The standards seen in the inspection were above average. The standards in mathematics have been well above average for the past four years. The targets the school set for the seven-year-olds in reading, writing and mathematics were met in 2002.

The standards attained by the ten-year-olds seen during the inspection are above average in English, mathematics and science. In English, standards in reading are better than those in writing. Pupils' knowledge and understanding of science is at a higher standard than their skills in investigation and experimentation, which are average.

The achievement of the seven- and ten-year-olds is good. The pupils identified by the school as being very able, including those from minority ethnic backgrounds, achieve well as they have been identified and are well supported. All pupils make good progress. The achievement of pupils from minority ethnic origins is good. The majority attain standards similar to those attained by most pupils. The few at an early stage in learning English are well supported. Pupils with special educational needs have carefully targeted support.

The achievement in the Foundation Stage is good. Children are on track to meet the targets set nationally, the early learning goals, in their communication, language and literacy, in their personal, social and emotional development, in their mathematical, creative and physical development and in their knowledge and understanding of the world. There have been staffing changes in recent years which have hindered their progress.

The standards attained by the ten-year-olds in music are well above average, reflecting the very good specialist teaching. There was insufficient evidence to make a judgement on the standards of the seven-

year-olds. In physical education, the standards attained by the seven- and ten-year-old pupils are above average as teachers ensure that skills are taught systematically. The ten year-olds attain above average standards in design and technology where emphasis is placed on developing their 'thinking skills'. The seven-year-olds attain average standards. In ICT, history and art and design the seven- and ten-year-olds attain average standards. They reach the standards in religious education expected by the Merton Agreed Syllabus. The standards attained by the seven-year-olds in geography are average but those of the ten-year-olds are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in their work and are keen to learn. Pupils speak very well of their school. Relationships are very good. Pupils find their lessons interesting and feel that they are getting on well. They take pride in their work and in the successes of others. Pupils, including those from minority ethnic origins, work and play well together.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Very good.
Attendance	Average due to the number of holidays taken during term-time. Unauthorised absence is low. Punctuality is good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7- 10 years
Lessons seen overall	good	good	good

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

Teaching is good across the school. It was good or better in approximately eight out of ten lessons seen. The majority of the very good and excellent teaching was in Key Stage 2. This is a considerable improvement since the last inspection, especially in Key Stage 2. The rare instance of unsatisfactory teaching was due to uncertain subject expertise. Across the school, teachers work hard and hold high expectations for their pupils. The teaching is enthusiastic and encouraging and pupils are well motivated, concentrate and work hard. The work is effectively matched to pupils' learning needs. The teaching of English is good overall, although teachers do not consistently show or 'model' writing for their pupils. The teaching of mathematics is good. The effective partnership between the teachers and the teaching assistants benefits all pupils, who make good progress. This is particularly the case for those who have special educational needs and the few with English as an additional language who are at the early stages of learning to speak English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The breadth is good and includes the teaching of French and 'thinking skills'. Good provision is made for extra-curricular activities. The planning for the teaching of skills in art and design, geography, history and scientific investigation is not systematic or consistent enough.
Provision for pupils with special educational needs	Good. Good collaboration between the special educational needs co-ordinator, the teachers and the teaching assistants.
Provision for pupils with English as an additional language	Good support, especially for the few pupils who are at the early stages of learning to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for social and moral development is very good. Provision for cultural development is satisfactory.
How well the school cares for its pupils	The school provides very good care for its pupils.

The school has a very good partnership with parents who are very supportive of their children's education. The information provided about the curriculum is very good. Not enough attention is given in the annual reports for parents to inform them about the progress their children have made. Pupils are satisfactorily taught about the dangers of the misuse of drugs and a sex education policy is satisfactorily implemented. The arrangements for the assessment of pupils' attainment and progress are good and teachers use the information satisfactorily to set targets for pupils. Not enough attention is given to these targets when work is planned in the long term.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good, effectively supported by the deputy headteacher. The management of the school is good. The new staff have settled in well and their teamwork is good and provides the pupils with a good example.
How well the governors fulfil their responsibilities	The governors are effective. They work closely with the school and have a good understanding of its strengths and areas for development. They manage the finances effectively to set the school's educational direction.
The school's evaluation of its performance	Good. The headteacher and deputy headteacher have a good understanding of the school's work and what needs to be done to ensure further improvement. The new co-ordinators have settled in and have made a sound start.
The strategic use of resources	Good.

Despite the several changes in staff, there are sufficient teachers to meet the requirements of the school's curriculum. Class sizes in Key Stage 2 are smaller than those often found. The number of

teaching assistants is lower than that in most schools of a similar size. The accommodation is good and well cared for. The provision of learning resources is satisfactory overall. Good provision is made for ICT but the books pupils read from when they are learning to read are dated and worn. Good attention is given to the principles of obtaining best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school • The positive ethos • Children are expected to work hard and make good progress • The management of the school • The partnership with parents 	<ul style="list-style-type: none"> • Information about their children's progress • The provision for homework

Parents are very supportive of the school. They report that it has improved considerably in the past two years. The inspection findings confirm parents' positive comments. There is good provision made for homework which contributes to pupils' attainment, especially in English and mathematics. The annual reports for parents do not contain enough information about the progress pupils have made.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, the pupils' achievement across the school is good. The standards the oldest pupils attain in English, mathematics and science are above average. This is due to the good teaching, high expectations and the very positive climate that pervades the work of the school in line with its motto 'Be Inspired'. All pupils make good progress. The good teaching ensures that pupils from minority ethnic backgrounds do as well as the other pupils and that those with English as an additional language who are at an early stage of learning English have the support that they need. These pupils have made a good start with reading and a satisfactory start in writing. Good support is provided for pupils with special educational needs and those which the school has identified as being very able so that the work they are given is well matched to their learning needs.
2. The national tests results in 2002 showed that the seven-year-olds attained standards in reading that were above average. Standards in mathematics were well above average. In writing, standards were below average. When compared with similar schools the standards were above average in mathematics, average in reading but well below average in writing. The teacher assessments in science showed that standards were very high, both nationally and when compared with similar schools. The proportion of seven-year-olds that reached standards higher than those expected for pupils of this age was above the national figure in mathematics, average in reading and below average in writing. When compared with similar schools, the proportion was average in mathematics, below average in reading and well below average in writing. The test results show that boys attain slightly higher standards than the girls but during the inspection girls were not seen to be underachieving. The standards in reading, writing and mathematics are broadly the same as those reported at the last inspection and standards in science have improved.
3. The reasonably challenging targets set by the school were met in reading and writing, and were exceeded in mathematics. The standards of the seven-year-olds seen during the inspection were above average in reading, mathematics and science and average in writing. The current class of seven-year-olds is unusual in that three-quarters of the class are boys. Nationally girls have attained higher standards than boys have in reading and writing during the past three years.
4. The initial assessments show that, when they start Nursery, attainment is about average for children of their age. In both the Nursery and Reception, interesting activities, matched to the needs of the children, and the support provided, mean that children make good progress. By the time children transfer to Year 1, the majority of children in Reception are likely to meet the early learning goals in communication, literacy and language, in their personal, social and emotional development, in their mathematical, physical and creative development and in their knowledge and understanding of the world. Owing to the disruption to staffing in the Foundation Stage last year, this was not the case when children transferred to Year 1 in September this year. Children's speaking and listening skills develop well and they show a developing vocabulary. Children are beginning to develop an understanding of letters and the sounds they produce. They are aware that writing is divided into sentences. Handwriting is developing well. Reception children understand numbers to ten, or beyond, and know flat shapes, such as a square, rectangle and triangle. By the time they start Year 1, children have a good awareness of living things, and use the

computer mouse and keyboard with good control. They use space well in the hall, and throw satisfactorily. Children use paint well and move in time to music, but only half can clap to maintain a simple rhythm.

5. The standards of the ten-year-olds seen during the inspection are above average in English, mathematics and science. This is an improvement since the last inspection. In Year 5, approximately three-quarters of the class are girls which makes comparison of attainment between boys and girls difficult.
6. The seven-year-olds attain above average standards in speaking and listening. Pupils with English as an additional language at the early stages of learning to speak English are well supported and participate well in lessons and make good progress. They confidently talk about their experiences and explain their ideas as well as listening carefully. The standards attained by the ten-year-olds in speaking and listening are well above average. Emphasis is placed in lessons on enabling pupils to explain their thinking and to share their ideas with others. Pupils develop their ideas thoughtfully and concentrate in discussions. They have useful opportunities to develop their speaking and listening skills in another language, French. In the lesson seen they were making good progress, responding well to the good teaching.
7. Across the school pupils read well. The seven-year-olds have a secure understanding of the sounds letters make (phonics), which they use to good effect when they encounter unfamiliar words in their reading. The ten-year-olds read fluently and with good expression. They enjoy books and readily identify their favourite authors and carefully explain the reasons for their choice.
8. Whilst standards of the seven-year-olds in writing are average, those attained by the ten-year-olds are above average. Spelling and punctuation are reasonably accurate and most pupils' handwriting is neat and properly formed and joined. The weakness in the writing across most of the school is in its lack of excitement. This has been recognised by the school in its development plan. The attention now being given to the development of the necessary skills, such as the creation of suspense and tension, as part of the development plan was evident during the inspection. Standards of numeracy are good. The seven-year-olds confidently work out answers in their heads and are accurate and confident when they recall numbers. The ten-year-olds are accurate in their calculations and confidently explain their methods of working.
9. The standards attained by the ten-year-olds in music are well above average and their achievement is very good. This is largely due to the teaching provided by the specialist teacher. There was insufficient evidence to make a secure judgement on the standards attained by the seven-year-olds. In physical education, pupils achieve well and the standards attained by the seven- and ten-year-olds are above average as due attention is given in the teaching to the systematic development of skills. The ten-year-olds reach above average standards in design and technology as the focus for the development of 'thinking skills' is on aspects of this subject in Key Stage 2. The seven-year-olds attain average standards in design and technology. The standards attained by the seven- and ten-year-olds are average in information and communication technology which is an improvement as the National Curriculum requirements were not met in Key Stage 2 at the time of the last inspection.
10. In art and design, the standards reached by the seven- and ten-year-olds are average. The improvement in standards is satisfactory as they were below average in the last inspection. The seven- and ten-year-olds attain average standards in history. Whilst the seven-year-olds attain average standards in geography, the standards reached by the

ten-year-olds are below average and they underachieve. The improvement in standards is unsatisfactory. A contributory factor to standards in art and design, history and geography being lower than those in English, mathematics and science is the lack of emphasis on the teaching of the important skills that underpin these subjects. In religious education, the standards attained by the seven- and ten-year-olds are in line with those required by the Merton Agreed Syllabus.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are very good. They come happily into school in the morning and quickly apply themselves to their work. They speak very well of their school. When asked if they liked school, pupils replied, "they had to work hard but lessons are fun". In lessons, they listen attentively to the teacher and are eager to take part in discussions. They show interest in their work and want to do well. This contributes to their good achievement.
12. In the Foundation Stage, children's personal, social and emotional development is emphasised in all activities. They make good progress and almost all are likely to achieve, or exceed, the early learning goals. Owing to interesting tasks, and a good range of resources to support the planned activities, children concentrate and persevere very well. Children's behaviour is good and they display positive attitudes to school. They persevere and work well independently.
13. Behaviour in all aspects of school life is very good. Most pupils are aware of the consequence of their actions on others. Consequently, the school has a calm, working climate in which all pupils can learn. Pupils move sensibly around the school and are courteous, holding doors open for visitors. Their very good behaviour in lessons contributes to their good achievement. A few younger pupils find it difficult to concentrate in physical education lessons due to their over enthusiasm. Pupils do not think bullying is a problem and they are confident that staff would effectively deal with any such problem. There have been no exclusions in the past two years.
14. Pupils' personal development is good, with relationships throughout the school community being very good. Their social development is very good. Pupils play and work happily together. In a 'thinking skills' lesson, pupils from Years 3, 4 and 5 worked very well together to solve the problem of getting a raw egg from a table to the floor without it breaking. In the playground, pupils from different ethnic groups integrate fully and the degree of racial harmony is commendable. All pupils spoken to thought that racism was unacceptable and they were adamant that it did not occur in their school. This reflects the very good provision made for their moral development.
15. Pupils respect their teachers and they want to please them, consequently they work hard. This respect is reciprocated by the teachers giving their pupils self-respect. The one area that is not so well developed is that of showing initiative and independence in their lessons. This is partly because teachers do not give them enough opportunities in their lessons. When teachers do give pupils responsibility, for example as school councillors, they take their responsibilities very seriously.
16. Pupils develop well spiritually, being able to empathise with other people's emotions. They also develop a good understanding of different faiths. Pupils' very good understanding of right and wrong is evident throughout the school even with the younger pupils. For example in a mathematics lesson in Year 1, a pupil was playing with some weights, he was stopped by another pupil and told not to do it because it was dangerous and someone might get hurt.

17. Attendance is satisfactory and in line with the national average for primary schools. It is not better than average due to the number of parents who take their children on holiday in term time. The level of unauthorised absence is very low. Punctuality is good, which is an improvement since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

18. The teaching is good in both key stages. Approximately eight out of every ten lessons seen were good or better. This shows good improvement since the last inspection where teaching was satisfactory with a significant amount of unsatisfactory teaching. The improvement is particularly marked in Key Stage 2, where almost a third of lessons were very good or excellent. Here, teachers make effective use of the relatively smaller classes. The teachers are hardworking and conscientious and hold high expectations for their pupils. In lessons, teachers and pupils work hard and have a very good relationship which ensures that pupils make good progress in their learning. They appreciate the teaching they receive.
19. Teaching of children under the age of six in the Foundation Stage is good overall. The teachers, supported well by learning support assistants, are effective in meeting the needs of children. Questions are used increasingly well to encourage the development of speaking and listening skills. This good teaching results in children making good progress in most areas. Teaching is particularly effective in promoting children's personal, social and emotional development.
20. A feature of the teaching across the school is that it is enthusiastic and encouraging. This approach captures pupils' interest and they want to learn. For example, in an excellent literacy lesson in Year 3, very effective questioning drew out pupils' ideas in preparation for a poem they were about to write. The ideas were carefully recorded with the teacher making a very encouraging commentary: 'Wow! What a poem, I want to read on'. The pupils responded very well, trying hard to improve their writing. In the 'round up' session held at the end of the lesson the teacher consolidated all the hard work that the pupils had put into the lesson when she commented: 'I value your ideas. You are experts!'
21. Overall, the teaching is challenging and makes pupils think. For example, in an excellent mathematics lesson in Year 5 where pupils were investigating probability by throwing dice and tossing coins, the teacher carefully graded the tasks so that they became increasingly difficult. The pupils were eager to complete them and became increasingly thoughtful as they explained their results. 'My coin landed awkwardly and toppled over' reported one pupil as she explained her uneven results. At times, specific lessons are planned to help pupils to develop their 'thinking skills'. The development of these skills is a strong feature of the very good teaching of design and technology in Key Stage 2.
22. Emphasis is placed in teaching on routines designed to accelerate learning. Pupils are provided with water bottles from which they routinely drink in lessons. During longer lessons, or after a break or act of worship, teachers take their pupils through a 'brain gym' where they follow instructions that are designed to help them concentrate better. At times, in quiet parts of lessons when pupils are working hard on their own, carefully chosen music is played. Pupils report that these strategies help them. These strategies are implemented consistently and contribute to the purposeful learning atmosphere found in lessons.

23. A strength in the teaching is that teachers have high expectations for their pupils and want them to do well. Pupils respond well and try hard. They speak well of their teachers and appreciate the interesting work they are given. They find their teachers understanding and are appreciative of the support they get when they have difficulties. The relationships between teachers and pupils are very good and this gives the pupils confidence and so enhances their learning. This was particularly evident in the support provided for the few pupils who are at the early stages of learning to speak English.
24. Across the school, teachers show good skills in questioning. Questions are used effectively to consolidate pupils' learning and to check their understanding. In a good literacy lesson in Year 2, well-directed questions such as, 'What makes you think that?', enabled pupils to draw on their experience of a book that they had been reading from to plan stories of their own. When working in a group one pupil wrote: 'up the stairs'; 'What sort of stairs?' asked the teaching assistant working with the group. The pupil went on to add further description and thus improved his writing. At the start of most lessons, teachers use questions effectively to revise previous learning. At the end of each day, time is usefully given for a review and discussion of how the day has gone. A frequently asked question is 'What have you learnt today?' This enables pupils to reflect on their learning and this enhances their progress.
25. Lessons are well organised and proceed at a good pace. This is a considerable improvement since the last inspection where slow pace was seen as a significant weakness in the teaching. At the start of lessons teachers make it clear what they want pupils to learn. 'I want you to have a clear picture in your heads about what you are going to learn' said one teacher at the start of a lesson in the ICT suite when pupils were looking closely at the interactive whiteboard. In lessons, good emphasis is placed on developing pupils' understanding and skills. Work is appropriately matched to pupils' learning needs and this enables them to make good progress. Teachers' planning is detailed and thorough as it is based on a good knowledge of what pupils need to learn next. However, in art and design, geography, history, and in scientific investigation the lack of a well thought out plan for the development of important skills hinders the progress pupils make in acquiring these skills and leads to standards being average. Resources such as equipment and books are used effectively. At times, teachers do not give pupils enough opportunities to find the resources themselves and so develop their independence.
26. Teachers work hard to ensure that all pupils benefit from the teaching. Good attention is paid in Years 2 and 5 to the specific needs of boys and girls where they are in the minority in the class. The work provided for those pupils who the school has identified as being very able takes full account of the individual plans that have been prepared for them. On a regular basis, extra support is provided by a teaching assistant who works effectively alongside them. This care and attention, enables them to make good progress. The teaching and support for pupils with special educational needs is good and the pupils make good progress. They have well-constructed individual education plans which the teachers use carefully when planning work. Of note is the good support provided by the teaching assistants who work in good partnership with the teachers. Where there is a statement of special educational need for a pupil, the school provides good support. However, where a statement details the support that should be given by the local health authority, the authority has not provided the required support. Good support is provided on an individual basis for the few pupils with English as an additional language who are at the early stages of learning to speak English and they make good progress, especially in speaking and listening. For example, they are

confident enough to make their contributions to the class as a whole. Teachers make sure that they are fully involved in the lessons.

27. Teachers generally have a good command of the subjects they teach. Expertise in geography is not as good as that in other subjects and partly accounts for the rare instance of unsatisfactory teaching and the below average standards in Key Stage 2. The specialist teaching of music is very good. A combination of very good subject expertise allied with enthusiasm, good planning and assessments made in the lessons enables pupils to make very good progress and attain standards that are well above average, especially in singing.
28. The teaching of English and mathematics is good and so pupils make good progress in their learning and attain above average standards. Effective use is made of the National Literacy and Numeracy Strategies. In English, a sound start has been made to improve pupils' skills in writing by teachers showing or 'modelling' writing for them. This approach is not yet used consistently across the school. In Key Stage 2, the teaching of design and technology is very good because of the considerable emphasis placed on the teaching and consolidation of pupils' skills, the very good pace of lessons, and teachers' expertise in the subject.
29. Teachers regularly mark pupils' work. Praise and encouragement is often given. Advice about how to improve the work is not given as frequently. Teachers rarely refer to the targets that pupils have been given. Consequently, pupils do not always know what progress they have made towards their targets and what they need to do to meet them. Homework is encouraged and set regularly. Pupils are encouraged to undertake research, complete investigations as well as consolidating skills in spelling and in mathematics. Homework is completed regularly and makes a positive contribution to pupils' progress, especially in English and mathematics. A minority of parents expressed concerns in the questionnaire about the level of homework. Those parents who attended the meeting held before the inspection started were generally supportive of the amount of homework set.

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

30. Overall, the curriculum is good and substantially contributes to pupils' learning. The breadth of the curriculum is enhanced by the introduction of French at Year 5 and in its arrangement to develop 'thinking skills' in Key Stage 2. It is satisfactorily balanced, with sufficient time for all subjects. The curriculum meets the requirements of the National Curriculum, the Foundation Stage and the Merton Agreed Syllabus for religious education. The curriculum effectively reflects the school's aims and provides pupils with a good range of interesting activities. The provision for pupils' spiritual, moral, social and cultural development is good, with very good provision for moral and social development. A sound programme of personal, social and health education that takes account of awareness of the dangers of the misuse of drugs and sex education is provided.
31. There has been good improvement in the curriculum since the last inspection when the curriculum arrangements for Key Stage 2 did not fully meet statutory requirements and there was not a good balance between the subjects in both key stages. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school and this has made a significant contribution to the good teaching and the above average standards attained. In recent years teachers have usefully developed the

school's curricular planning by incorporating and adapting national guidance into its schemes of work. These schemes ensure that planning avoids unnecessary duplication and that pupils build on what they have learnt before.

32. Schemes of work for all subjects have in the main been well thought through. However, there is a particular weakness in the planning for the systematic development of the skills that pupils need to acquire to achieve well, and this is partly responsible for standards in art and design, geography, history and in scientific enquiry being average rather than above average. In line with the school development plan, good opportunities are provided for pupils to develop their writing skills in other subjects, for example in religious education when writing extensively about religious festivals. Information and communication technology is used satisfactorily across the curriculum to enhance pupils' learning. The development of mathematical skills in other subjects is not as well developed but is satisfactory.
33. A strength in the curriculum is that all pupils benefit from the learning opportunities provided. The provision for pupils with special educational needs is good. Good procedures are in place for identifying pupils together with well-constructed individual education plans. Pupils who are very able have also been identified and useful plans drawn up to provide them with suitably challenging work. Teachers take due account of these when planning work. Good support is provided by teachers for the few pupils with English as an additional language who are at the early stages of learning to speak English. Useful help is provided by native speakers to further enhance the support provided for these pupils, for example by providing translations of the signs around the classroom in the pupils' first language. This not only supports these pupils but also enables the other pupils to learn about other languages. Good use is made of the religious experiences of pupils from minority ethnic backgrounds but overall not enough attention is paid to enabling pupils to learn about other cultures.
34. A satisfactory curriculum is in place in the Foundation Stage, which covers all the areas of learning for children under six. All children have good access to the curriculum and benefit from a wide range of activities. These support children's personal development and the development of independence very effectively. The curriculum is only now being planned to ensure all areas of learning are covered in adequate depth. Children's past work suggests this was not the case previously. Children who have special educational needs, or those who may not speak much English at home, or are bilingual, receive good support, which is effective in ensuring they make similar progress to others. Adults consistently remind children of their expectations, such as those related to behaviour, and step in quickly if these expectations are not met. Children are encouraged to take turns, share resources and work with a partner. At the present time, opportunities for the development of cultural awareness are limited.
35. The curriculum is enriched with a good range of extra-curricular activities that make a strong contribution to pupils' personal development and learning. Physical education is enhanced by a good range of activities, including tennis, dance, netball, gymnastics and football. In addition pupils have the opportunity to attend clubs for French, music, and chess. An innovative and well-attended club, 'The Really Difficult Club, provides useful opportunities for pupils to work on challenging problems. The 'construction club' makes a significant contribution to pupils' attainment in design and technology. Most parents are supportive of the range and amount of these activities.
36. There are good links with the wider community that add to the curriculum and enhance learning. Effective links have been made with a recently established after-school club, named 'Kids Heaven' by the pupils. Good use is made of the local area. Regular

educational visits are made to art galleries, museums, historical buildings, sports centres and places of worship. Older pupils have had an opportunity to perform in an opera, which they had helped to devise, at the Wimbledon Theatre. Effective use is made of visitors, such as the police, fire service, RSPCA and Childline. Coaching in football and tennis skills is provided by Wimbledon Football Club and the Wimbledon Lawn Tennis Association. Pupils sing carols at Christmas in the local area to raise money for charities. The school takes good advantage of the local business partnership and this has provided useful support for teachers.

37. Links with partner institutions are satisfactory. Prior to the reorganisation of schools, there were strong links with the nearby middle school to which most pupils went. There are useful links with a group of nearby schools. Collectively they provide the teacher for French, as well as sporting links. Plans are in hand to develop links with secondary schools in readiness for the school's first Year 6 class next year. Students training for work with young children undertake some of their training in the school, as do students in initial teacher training.
38. The provision for pupils' personal development is good and that made for spiritual, moral, social and cultural development is good overall. The provision for pupils' moral and social development is very good and is underpinned by the school's very positive ethos. 'Thinking skills' sessions are very effective in promoting social skills through collaborative working. The school council gives pupils a good opportunity to take part in a democratic process that responds to their opinions. The school council was unhappy with the state of the toilets. In response to their complaints the school has decorated them in line with themes and designs suggested by the pupils and the toilets are now clean with imaginative decor. Pupils have satisfactory opportunities for taking responsibility in the school community, for example being responsible for the recorded music in assembly. However, there are insufficient opportunities to take responsibility within lessons. An example of this is pupils not having the opportunity to make a choice about which equipment to use in science lessons.
39. Pupils were involved in drawing up a moral code for the school through developing the school, playground and class rules. The very good relationships teachers have with their pupils contribute strongly to the pupils' personal development. This gives pupils the confidence to discuss their opinions and to try doing new things without fear of failure. Pupils have good opportunities to discuss moral issues across a range of subjects, for example the effects of pollution in science lessons. Teachers consistently provide good role models for pupils by treating them fairly and with respect.
40. Provision for spiritual development is good; although teachers do not specifically plan for this, it occurs regularly across the curriculum. The positive school climate enables pupils to do well and to make the best of their talents. Pupils have the opportunity to empathise with people in different circumstances to their own. This occurs in history where pupils write about the lives of Victorian children or how it might feel to be an evacuee in World War Two. In religious education lessons, pupils learn satisfactorily about other people's beliefs and values. In ICT, pupils marvel at the power of the computer as it changes images dramatically before their eyes. Assemblies make a strong contribution to all areas of personal development and provide pupils with the opportunity to reflect upon moral issues as well as inviting them to pray. The pupils chose the school prayer from a selection that had been prepared for them.
41. Cultural provision is satisfactory. Pupils study European artists such as Kandinsky and Monet. Less frequently they have an opportunity to look at art from Africa or Asia. They visit museums and art galleries as well as having a good range of visitors to the school,

including African drummers and a theatre production. Music lessons also make a good contribution to pupils' cultural development. However, with the exception of lessons in religious education, not enough experiences are provided for pupils to learn about cultures that are different from their own. This limits the opportunities pupils have to challenge cultural stereotypes and to extend their cultural experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school cares very well for its pupils. Staff know their pupils very well and although there are no formal procedures for monitoring pupils' personal development they give them very good support. Pupils have confidence that their teachers would help them with any problem they had – academic or personal. This support helps pupils to become mature, responsible citizens with a sense of their own worth.
43. The deputy headteacher has responsibility for monitoring attendance and she does this very effectively. The school actively encourages good attendance and punctuality. The school recently changed the early morning routine in response to a significant number of pupils not being in class in time for registration. The new system of closing the classroom doors punctually at 8.50 a.m. after which pupils have to get a late card has been very effective at improving punctuality and now only the occasional pupil is late.
44. The school climate and the very good relationships between staff and pupils very effectively promote good behaviour. The organisation of lunchtime with the good range of play equipment also contributes to the good behaviour. When any incidents of misbehaviour do occur staff effectively deal with them. The headteacher has not had to deal with any incidents of bullying since he joined the school but has clear procedures to deal with any such incidents should they occur. A race discrimination policy is in place and implemented satisfactorily and the headteacher ensures that pupils understand that the school will not tolerate any form of racism.
45. The governors have recently reviewed the health and safety policy. The school also carries out relevant risk assessments. A parent raised the issue of whether there was an adequate risk assessment for the Year 3 residential visits. An appropriate risk assessment had been carried out. There are good procedures in place for child protection and all staff have recently studied them as part of an in-service training day. All new staff have been cleared by the criminal records bureau.
46. The arrangements for assessing and monitoring pupils' academic and personal development are good. This shows good improvement since the last inspection. They are particularly well developed in English and mathematics and this provides teachers with useful and detailed information about how well the pupils are doing. Pupils' attainment and progress is assessed in all subjects, except religious education, where plans are in hand now that the new locally agreed syllabus is in place. Assessments are made regularly and conscientiously. At times, the assessments in subjects other than English and mathematics do not always distinguish clearly between pupils' levels of understanding and the recording of their experience and the work that has been covered. Apart from English and mathematics, assessments are not usually dated and this makes it difficult for teachers to judge the rate of pupils' progress.
47. A feature of the assessment arrangements is the regular planned teacher assessments that are carried out through the year, especially in English, mathematics and science. The assessments are collected in individual pupil progress portfolios.

These are used effectively to discuss with pupils and parents the progress that is being made and to set future targets for learning.

48. Detailed analysis is undertaken of the results of national tests and tests set by the school. This information is used effectively to monitor the school's performance and to set targets for year groups. Recently, useful analysis has also been undertaken of these results to see how pupils with special educational needs and those with English as an additional language have been getting on. Close attention is paid to the levels of attainment of those pupils that the school has identified as being very able. The information from these analyses is now being used effectively to pinpoint where action is needed to support individual pupils. A good start has been made in tracking pupils' progress as they move through the school. Although targets have been set for pupils to reach, at the moment there is no consistent arrangement to track pupils' progress towards these targets and to adjust the planning of work accordingly.
49. The Foundation Stage provides a secure, caring environment for children. Assessment of children when they start in the Nursery is organised effectively, and good assessment is evident throughout both Nursery and Reception. The nursery nurse, teaching assistants and other adults make a valuable contribution to this process. Good use is made of the assessment data to plan suitable activities. Detailed monitoring and recording of the activities, which children choose to do during the day, are not organised systematically.
50. Effective arrangements are in place to identify pupils with special educational needs and those who are very able. Useful plans with clear targets to aim for are drawn up in response to their individual needs and pupils make good progress. Pupils with a statement of special educational need have a detailed individual education plan which is used effectively by the teacher and teaching assistant in the class.
51. Class teachers satisfactorily make the initial assessments of the fluency of the pupils with English as an additional language using detailed guidance from the local authority. Good support is provided on an individual basis for these pupils, including support from adults who speak the pupils' first language and pupils make good progress. When there are concerns that these pupils may have special educational needs, care is taken to ensure that where possible, assessments are made in the pupils' first language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has been very successful in forging a very effective partnership with parents. This is reflected in the very high level of support parents show for the school and their children's education. In particular, parents feel that their children work hard at school and they behave well. Parents say that the school is well led and they are satisfied that the teaching is good and consequently their children make good progress and enjoy coming to school. The inspection evidence supports these positive views. A few parents do not feel that pupils get the right amount of homework. However, the inspection evidence found that the quality and range of the homework is good and makes a good contribution to pupils' attainment, especially in English and mathematics.
53. The school strongly believes in working with parents to provide the best education for the pupils. Consequently, the school actively seeks parents' views through questionnaires as well as listening to their opinions and concerns. For example, when pupils move to another school the school sends 'exit letters' seeking parents' views. There has been good improvement in the school's communication with parents since

the last inspection and information about the curriculum is now very good. There are termly class letters outlining topics that pupils will be studying. In addition, the school holds information sessions about such things as the breadth and balance of the curriculum, handwriting and school improvement planning. The school also considers parents' views when preparing the school improvement plan.

54. A small minority of parents who completed the questionnaires felt that they did not receive enough information about their children's progress. The annual reports to parents are unsatisfactory because they do not give parents a clear idea of the progress their children have made over the year. In mathematics and English there are usually clear statements about what the pupils can do but in the other subjects the comments are very brief. A strength of the reports is the specific targets the teachers set for the pupils to help them improve their work. However, there are also termly consultation evenings with teachers and these, with the annual reports, ensure parents do receive satisfactory information about their children's progress. In addition, parents are encouraged to come into school and look at their children's work at other times during the term.
55. Parents at the meeting held before the inspection commented very favourably on the relatively recent improvement in the provision made for pupils with special educational needs and in the information now provided for them. Parents are properly involved in reviews of their children's individual education plans and due notice is taken of their views.
56. In the Foundation Stage, the new teachers have begun to establish good links with parents. Helpful written guidance is available, and opportunities are being developed to meet parents with their children when they start in the Nursery. Once children are settled, parents are encouraged to help in the classrooms. Daily contact is maintained once children start school, and it is aided by the use of homework, including encouragement for parents to read with their children.
57. The parent teacher association is very active and works hard to involve parents in the life of the school as well as providing extra resources for the school. They have recently provided equipment for pupils to use at playtime and furnished the Year 5 classroom as well as providing books. A few parents also help in school with a range of activities including literacy and art and design. Parents provide very good support for homework and at present parents of pupils in Year 3 are helping their children prepare for a Roman party by helping them research into Roman food, clothing and entertainment. They are also making Roman costumes for the event.
58. The very good relations the school has developed with parents gives parents from all ethnic groups the confidence to talk to teachers at the end of the school day. The home-link books give parents another means of communicating with teachers and is particularly useful for those parents who do not regularly come to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is well managed. The headteacher leads very effectively. Since his arrival, he has been very successful in tackling a range of staffing problems and organising the school's expansion from a 'first' school to a 'primary' school. The school has experienced significant changes to the teaching staff, as well as within the membership of the governing body. He has successfully created a clear vision for the school's future development and secured the commitment of the staff, governors and parents to its achievement. Parents express the view that the leadership and management of the school have improved considerably since the last inspection, particularly in the past two years.
60. The headteacher's leadership is calm and receptive, but also one which enables staff to take responsibility. He has managed recent staffing changes very effectively and has already built a team that is working very well together. He has had good support from the few experienced teachers who have been in the school for more than one year and is now being aided by a very effective deputy headteacher. The school's aims and values are strongly reflected in its daily work, and are seen particularly in the high quality of relationships and improving attainment of all pupils. There is a very positive climate and all the staff and governors are working towards a common goal, that of raising standards. The school is successful in its goal of ensuring that it is inclusive and that all pupils gain from the education it provides.
61. The previous report suggested that many features of the school were good, but important key issues were identified. The school has made good progress since the previous report was published, and this improvement is gathering pace as the school expands. There has been good progress in improving the attainment of older pupils, although members of staff are keen to make further progress. The improvement in standards in art and design has been satisfactory. There has been a significant improvement in the quality of teaching, which has led to the pace at which pupils learn accelerating. The school improvement plan is much better, and has a greater focus on standards of pupils' work. The curriculum is organised better and all pupils in the school now make good progress across virtually all subjects. Communication with parents is much improved, although some aspects of pupils' written reports require further detail. Although some of the omissions from the prospectus and the governors' annual report to parents have been rectified, these publications do not contain all the necessary information. These improvements have been achieved because of the very good leadership evident and the way all members of staff and governors work together effectively.
62. The headteacher has established effective procedures by which he monitors the quality of teaching throughout the school and tracks pupils' progress. In this work he is supported well by the deputy headteacher and other staff. Performance management procedures are securely in place, but because of the large change in staff many of the teachers are at an early stage of the process. Many of the subject co-ordinators are new to the school and, as a result, their effectiveness varies considerably. Leadership in English, ICT and music is very good as the co-ordinators have a very good understanding of the strengths and weaknesses of the subjects and have put detailed plans into place for further improvement. Good management is also evident in mathematics and for children in the Foundation Stage. Although new to the school, the Nursery teacher, who is co-ordinator for the Foundation Stage, has made a quick start to improving provision. Recently appointed individuals manage their subjects satisfactorily and have made a good start at analysing strengths and weaknesses in their areas. Procedures for staff to monitor aspects of teaching, planning and pupils'

work are being developed but, because of the reorganisation of responsibilities, this has not had time to have a significant effect on the quality of education. At the present time, there is no clear responsibility for the oversight of the provision made for pupils with English as an additional language as responsibility lies in the senior management as a whole. Nevertheless, these pupils are well supported.

63. The management of the provision for pupils with special educational needs is very good and is reflected in the good provision that is made and in the pupils' good progress. The arrangements for the new Code of Practice have been fully implemented. Pupils' progress is regularly reviewed and this information is used effectively to plan work that usefully builds on what they have already learnt. The special educational needs co-ordinator works closely with class teachers in drawing up individual education plans. Additionally, similar plans are helpfully provided for those pupils the school has identified as being very able. Although currently there is no specific governor with oversight for pupils with special educational needs, the governors keep proper oversight of the support being provided for these pupils.
64. The governing body carries out its responsibilities effectively. With a minor exception, it meets all of its statutory responsibilities. The minor exception relates to the omission from statutory publications of information about access for pupils with disabilities. The governors have an improving understanding of the school's strengths and weaknesses. They receive detailed information from the headteacher, and close links are being established between individual governors and particular classes and subjects. The governing body and committees conduct their business in a well-organised and effective manner. The governing body now provides challenge to hold the school to account for the standards attained. The governors play an increasingly important role in shaping the school's direction, and work very closely with the headteacher and staff to match the budget to agreed priorities for improvement. They are fully involved in the development of the plan, as are members of staff. Parents' and pupils' views are also taken into account. The improvement plan is detailed, focuses more closely on raising pupils' attainment and the quality of the curriculum that they receive.
65. Financial control is good and the financial administration is satisfactory. The finance committee has a very good understanding of the financial organisation of the school and good use is made of the principles of best value, especially consultation and comparison of the school's results with those of similar schools. The finance committee recognises that more detailed and systematic procedures need to be established for managing the budget on a day-to-day basis. The funds allocated to support pupils with special educational needs and those from minority ethnic backgrounds are used effectively. The current surplus in the budget is excessive, but the school has been prudent in its use of cash as the school expands and also realises that some claw-back will be necessary by the local education authority owing to the low pupil numbers in some classes.
66. There have been significant changes in staffing since the last inspection, especially in the past two years. Four of the seven class teachers joined the school this term; the deputy headteacher has only been in the school a term longer. A feature of the very good leadership of the school is the very good arrangements that have been established to induct teachers new to the school. The support for the newly qualified teacher is very good.
67. Teachers are suitably qualified and have the necessary knowledge and experience to meet the requirements of the Foundation Stage, the National Curriculum and the Merton Agreed Syllabus for religious education. Teachers have good expertise in the

teaching of English and mathematics as is seen in the standards attained. Expertise in the teaching of geography is not as secure. The sizes of classes in Key Stage 2 are smaller than those often found. The good teaching makes effective use of the smaller classes. Teaching assistants make a valuable contribution to pupils' learning. The number of teaching assistants is lower than that of most schools of a similar size. The day-to-day administration of the school is good.

68. A feature of the procedures to help the school improve further is the way the professional development of teachers is managed very effectively. The co-ordinator has established very good procedures to identify each teacher's needs and to match these to priorities within the school improvement plan. In common with other areas of the school, good use of new technology ensures that information about each teacher's past and planned training is readily available. The school has been working towards the 'Investors in People' award and shortly after the inspection was completed were successful in gaining the award.
69. The quality of the accommodation is good. A recent priority of the school has been to improve the accommodation and this has been successfully achieved. The school is well cared for by the caretaker and his staff. Pupils' work is well displayed and together with the good state of decoration provides a bright, stimulating and welcoming environment. The ICT suite and the new Foundation Stage classrooms positively contribute to the good quality of education of the pupils. Whilst the library is a useful addition, it is not always available as it doubles as a music room. The parents' room provides them with a useful area to meet and work in, for example when the parent teacher association is preparing for large events such as 'Firework Evening'.
70. Resources for learning are satisfactory overall. The new ICT suite means that there are good resources for teaching ICT. The provision of books in English is unsatisfactory. The books which children frequently read with their teachers and take home to read are dated and many are worn. The provision of fiction books for older readers is barely adequate given the enthusiasm of these pupils towards their reading.
71. The school is effective and provides its pupils with a good quality of education because pupils' achievements, attitudes and behaviour are good or better, the teaching is good overall, the headteacher provides very good leadership and the school has improved considerably since its previous inspection. Despite the relatively high income per pupil, the school gives good value for money. This too is an improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to continue to raise standards and the quality of education, the governors, headteacher and staff should:
 - Raise standards in geography by:
 - developing children's simple map skills in the Nursery and Reception classes;
 - identifying the knowledge and skills to be developed in each year and ensuring that planning takes full account of this;
 - establishing effective arrangements to assess pupils' attainment and progress in the subject and to use the information systematically to plan work;
 - providing opportunities for the co-ordinator to monitor teaching, learning and standards of pupils' work;
 - planning carefully the development and use of pupils' numeracy skills in geography and the opportunities to extend pupils' personal development;

- improving resources to meet the needs of pupils in Years 5 and 6. (Paragraphs 10, 27, 133, 135, 136)
- Improve the standards in writing across the school by:
 - systematically implementing national guidance about the development of pupils' writing and providing all teachers with any necessary training;
 - effectively monitoring the implementation of this guidance;
 - ensuring that teaching regularly provides pupils with good opportunities to see how writing is undertaken;
 - providing interesting opportunities for pupils to develop their writing skills in other subjects. (Paragraphs 8, 28, 95)
- Improve the teaching of skills in art and design, geography, history and scientific enquiry by:
 - systematically identifying the necessary skills that need to be taught as pupils move through the school;
 - ensuring that teachers' planning takes full account of these skills;
 - regularly assessing pupils attainment and progress in learning and applying the skills;
 - effectively monitoring teaching to ensure that the necessary skills are being systematically taught. (Paragraphs 10, 32, 113, 123, 132, 137)
- Improve the use made of the targets that have been set for pupils by ensuring that:
 - the planning of work takes full account of the targets;
 - pupils' progress towards these targets is checked regularly and, where necessary, new and more challenging targets are set;
 - improving the marking of pupils' work so that they know how well they are doing in meeting their targets and what they need to do to improve their work. (Paragraphs 29, 48, 103)

Other issues that should be considered by the governors

- Ensuring that the statutory requirements with regard to the school prospectus and the governors' annual report to parents are fully met. (Paragraph 64)
- Improving the annual reports for parents to provide useful information about the progress their children have made. (Paragraph 54)
- Providing more opportunities for pupils to use their initiative. (Paragraphs 15, 25)
- Improving the multicultural aspects of the curriculum. (Paragraph 33)
- Improving the provision of reading books. (Paragraphs 70, 104)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	32	8	1	0	0
Percentage	6	17	60	15	2	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	25	131
Number of full-time pupils known to be eligible for free school meals	N/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	4	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	29

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	15	12	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	12	11	12
	Total	27	25	27
Percentage of pupils at NC level 2 or above	School	100 (89)	93 (96)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	12	12	12
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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	89	0	0
White – Irish	0	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	8	0	0
Asian or Asian British - Pakistani	5	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	7	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	18.1
Average class size	22.2

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	55

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6.4

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.

Financial information

Financial year	2001/2002
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	£
Total income	451,711
Total expenditure	393,122
Expenditure per pupil	2,639
Balance brought forward from previous year	15,458
Balance carried forward to next year	74,047

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	156
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	24	7	0	0
My child is making good progress in school.	43	46	9	0	2
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	35	37	20	0	3
The teaching is good.	50	43	0	0	7
I am kept well informed about how my child is getting on.	48	35	13	0	4
I would feel comfortable about approaching the school with questions or a problem.	72	17	2	4	4
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	39	52	4	4	0
The school is well led and managed.	37	54	0	4	4
The school is helping my child become mature and responsible.	41	50	0	0	9
The school provides an interesting range of activities outside lessons.	33	41	11	4	11

Other issues raised by parents

Parents commented favourably on the improvement in the school during the past two years, especially in the support provided for pupils with special educational needs.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Assessments are completed shortly after children start in the Nursery class, and kept up to date as they move through Nursery and Reception. The initial assessments show that, when they start Nursery, attainment covers a broad range and is about average for children of their age. In both the Nursery and Reception, interesting activities, which cover all the areas of learning, matched to the needs of the children, and the support provided, mean that children make good progress. By the time they transfer to Year 1, the majority of children in Reception are on track to meet the early learning goals in their communication, literacy and language, in their personal, social and emotional development, in their mathematical, creative and physical development, and in their knowledge and understanding of the world.
74. The previous report indicated that children made good progress, and that this was related to good teaching. Children attained levels above those expected by the time they were in Reception. Both the Nursery and Reception teachers are new to the school this year, and they have made a good start with the introduction of the guidance for the Foundation Stage. Last year, Reception-aged children experienced a number of different teachers as a result of staff leaving the school. Although these changes were well managed, children's progress slowed. Nursery-aged children join the school part time, either mornings or afternoons, normally in the term after their third birthday. They transfer to the Reception class in either September or January of the year in which they are five. Teaching is good and this results in children making good progress. Teaching is very effective in promoting children's personal, social and emotional development. Good links have been established. Home visits, or if preferred meetings in school, are organised. Suitable written information is also provided. Once children are settled, parents are encouraged to help in the classrooms. Daily contact is maintained once children start school, and it is aided by the use of homework, including encouragement for parents to read with their children. Children settle in quickly and confidently.
75. A satisfactory curriculum is in place, which covers all the areas of learning for children under six. Until the arrival of the new staff in September, the national guidance for the Foundation Stage was not securely in place. This is now being developed to ensure all areas are given sufficient attention, including religious education. All children have good access to the curriculum and benefit from a wide range of activities. These support children's personal development and the development of independence effectively.
76. Children identified as having special educational needs are usually given effective support so that their progress is similar to others in their class. However, currently not all the provisions identified in a child's individual education plan, as part of a statement of special educational need, are being met. These omissions relate to the provision from outside agencies.
77. An increasing proportion of children are joining the school from homes where English may not be the first language, or where children are encouraged to be bilingual. These children are consistently well supported by adults in each class and they are also making good progress. Assessment is built into all activities, and provides detailed information about children's progress. A current weakness is the absence of a simple recording system to ensure adults know, or can record, which experiences children have had from the wide range of activities available. Although new to the school, the Nursery teacher, who is co-ordinator for the Foundation Stage, has made a quick start

to improving provision. The Nursery and Reception teachers, together with other adults work together as an increasingly effective team.

78. The teachers, supported well by a nursery nurse and learning support assistants, are effective in meeting the needs of children in the classes. Good arrangements ensure that both Nursery and Reception children have an interesting range of experiences, and their personal development is often promoted when they share activities together. In most areas of learning, teaching is good. The teachers and other adults have good expertise. They have a clear understanding of the needs of young children, and of the national guidance. The basic skills of literacy and numeracy are effectively taught. The relationships that all adults establish have helped children to make a confident start to school. Appropriate expectations of behaviour are evident, although occasionally these need to be emphasised more. The nursery nurse and teaching assistants are integral to the provision. They support children's learning effectively and make a positive contribution to the assessment of their progress.
79. Accommodation is satisfactory. Reception and Nursery classes are located in a recently established, purpose-built unit. This provides sufficient space for children, and enables separate and joint areas to be used. A good-sized hall is available for indoor physical education. Children have access to an outside area, which includes climbing apparatus and toys. The area is difficult to manage, partly because the new Nursery building has split the area into two distinct parts, joined by a relatively narrow link. It is difficult for one member of staff to see both areas adequately, especially when engaged with a group of children. The outside area is to be developed to improve current provision; it is not, for example, marked with roads and crossings to help children ride their large toys in an organised way that encourages awareness of others. Apart from this, resources are good.

Personal, social and emotional development

80. When children enter the school, their attainment in this area is usually similar to that of most children of their age. Children who are new to the Nursery do not always listen carefully. Children's personal, social and emotional development is emphasised to good effect and they make good progress. Almost all are likely to achieve, and in a few cases exceed, the early learning goals. Pupils who have just started in Year 1 still display weaknesses in their awareness of others and their ability to listen. The better progress is due to effective teaching and well-planned opportunities for children to make choices and to work independently. When children arrive in the Nursery each day, they quickly start on one of the activities set out. Children are encouraged to take turns, share resources, listen to each other and work with a partner. Owing to the interesting tasks, and a good range of resources to support the planned activities, children generally concentrate and persevere well. One girl, for instance, was fascinated with the use of 'Lego' bricks to build a wall where the bricks overlapped to provide strength. This followed good input from a television programme and the teacher. During the direct teaching activities seen, adults used questions effectively and invited children to contribute their own ideas. When sitting on the carpet, children are encouraged to listen carefully, and most children now do this satisfactorily. Children's behaviour is good and they display positive attitudes to school. Dressing-up materials include clothes from a range of cultural backgrounds.

Communication, language and literacy

81. On entry to the Nursery class, children's communication, language and literacy skills are similar to those of most children of a similar age. Teaching is good in this area and children are supported effectively. However, pupils in Year 1, who transferred from Reception last year, did not meet the standards expected, especially in reading. In the Nursery, there is a significant proportion of children with English as an additional language. They are being supported effectively by the adults who work with them. While higher attaining and average children read appropriate text, they find difficulty in building up words from their letters and sounds. Good teaching in Reception is currently addressing this, and these children are on track to attain the early learning goals by the time they transfer to Year 1. Children's speaking and listening skills develop well and they use an improving vocabulary. These improvements are helped by the effective use of stories and questions. Satisfactory use is made of opportunities to increase the range and use of children's vocabulary when they are involved in different activities, but more could be done when children are working outside.
82. Books are handled carefully, and most children know that the pages are turned from the right to the left. The vast majority understand the difference between words and pictures, and that print carries meaning. However, lower attaining children, at the start of Year 1, are unsure about how to use a book and make little use of pictures to retell the story. Children in Nursery and Reception are introduced to a range of letter sounds and, by the time they start in Year 1, current Reception-aged children are well placed to recognise them at the start of, within or at the end of, a word. Good teaching in Reception is introducing children to the nature of sentences, but more emphasis could be given to features such as capital letters and full stops.
83. Almost all Reception-aged children write, or copy, their own name reasonably accurately. Most children copy letters and words written for them when they start school. The quality of the handwriting is developing well. Most children control their pencils and crayons well, a process that begins effectively in the Nursery. Children in Reception form their letters, which are consistent in size, and they are being taught well the beginnings of using cursive script. They are making good progress and are well on track to be able to write simple, understandable sentences, with spellings that are recognisable at the end of Reception. Assessment is organised very effectively. The arrangements for teaching literacy are good, and improving.

Mathematical development

84. When children enter Nursery, their attainment is mostly average when compared with children of a similar age. Provision for mathematical development, including number and associated language, is good, with many well-planned activities provided. Teaching is good and the use of a range of resources aids learning. Children make good progress and almost all are on track to achieve the early learning goals by the time they enter Year 1, and a few will exceed them. This is similar to the children who entered Year 1 in September.
85. Good teaching and well-organised practical activities help children make good strides in their knowledge of mathematics. Playing dominoes, throwing bean bags and identifying the number it lands on correctly, simple counting and comparing numbers help children to develop satisfactorily an understanding of numbers to ten and, for higher attaining children, beyond this. Counting songs, rhymes and stories are used effectively to help the process. Children successfully recognise patterns and copy them using coloured pegs. By the time they leave Reception, most children correctly recognise flat shapes,

such as a square, rectangle and triangle, use mathematical vocabulary to compare lengths and heights, and count to ten, or higher. Sand and water work introduces children to aspects of capacity, although more use could be made of this to develop mathematical concepts. Children understand simple fractions, such as half.

Knowledge and understanding of the world

86. Limited evidence was available for areas linked to geography, history and religious education, although planning shows that all these areas are planned to be covered. Provision and teaching for children to develop knowledge and understanding of the world is satisfactory, and improving. Children enter Reception with attainment that is about average compared with children of a similar age. They make satisfactory progress and, by the time they reach the end of Reception, most should attain the standards expected. Colour mixing of paints helps children begin to understand primary colours. The effective use of a television programme, and subsequent good teaching, led to children having a good understanding of how bricks are made, and how the way they are used in buildings affects strength.
87. Work from Reception last year shows that children developed good scientific awareness, such as naming a number of different animals and describing simple life cycles, such as that of a dinosaur. However, their geographical skills are much less well developed, and they have little understanding of the way simple plans and maps represent a 'bird's-eye' view. In paintings and self-portraits they show an awareness of the different features of the face. Children use information and communication technology, such as a mouse and computer keyboard, or tape recorders confidently. They use a paint program well to draw a pattern or complete the colouring of a house. Although one of the mats in the Nursery has a road map on it, children were not using it in a way that promoted an awareness of the meaning of the design.

Physical development

88. When they enter school, the attainment of children in this aspect is around that expected for their age. Teaching in this area of learning is good, and children make good progress and are on track to reach the early learning goals when they move to the Reception class at the end of the year. Within the classrooms, a wide range of activities and equipment is available and children have many opportunities to extend their physical skills. Dexterity is well developed through handling objects, such as sand, water, jigsaws, puzzles, 'Lego', a model train set and construction toys. Opportunities are planned carefully for children to use paintbrushes, tools, pencils, crayons and scissors for tracing, drawing around and cutting shapes, or pictures. Most children in the Reception class hold their pencils correctly, and their improved control is evident in the way they colour within different shapes. A satisfactory range of outside equipment is available for children to develop physical skills. Children ride the wheeled vehicles with confidence and balance, but there is not enough awareness of the space of others.
89. The current organisation of the outside area limits its usefulness, and it is an area identified by the school for improvement. In a physical education lesson, Reception-aged children showed satisfactory throwing and catching skills, although they did not always listen carefully enough. This improved in a later session when children moved well to music, showing an understanding of space, and the importance of keeping healthy.

Creative development

90. Displays of artwork demonstrate that children progress well in this area and are well on track to reach the early learning goals at the end of the year. Good teaching encourages children to use a variety of media, including paint, pencils, crayons, and recycled objects. Children use paint with increasing control, such as in self-portraits, in Nursery and Reception, and when using boxes to create a print of a brick wall. Children's displays of the use of paint to create bubbles or the effects of colour mixing show good, careful work. Opportunities are taken for children to sing number songs and nursery rhymes, which they do with enthusiasm, although these activities, which promote language and number knowledge satisfactorily, are not sufficiently extended. In an effective Reception lesson, children made good progress in using instruments to develop a rhythm. By the end of the lesson, despite the improvements, only half could clap in time with the music, and a quarter could maintain rhythm using an instrument. Children's creative and physical skills develop well as they use pencils, paint and crayons for drawing round and colouring shapes and pictures. Role-play activities are available, but few children were seen using the 'Home Corner' during the inspection. Plans are for a range of different role-play opportunities to be developed, often associated with other work.

ENGLISH

91. The seven-year-olds attain above average standards in reading and this is reflected in the results of the national tests in 2002. Standards in writing are average and this is an improvement on the results of the national tests in 2002 where they were below average. This improvement is mainly due to the extra emphasis now being placed on the teaching of writing as part of the school development plan. The standards attained by the ten-year-olds seen during the inspection are above average. Across the school pupils achieve well and make good progress. Those pupils with English as an additional language who are fluent in English attain standards similar to the majority of pupils. Since the last inspection the standards in reading attained by the seven-year-olds have been maintained. In writing, standards have slipped back a little. The standards attained by the oldest pupils in Key Stage 2, the ten-year-olds, have improved. The consistently good quality of the teaching contributes considerably to the standards pupils attain. Teachers make good use of the National Literacy Strategy, especially in the teaching of reading. In line with the school development plan, a sound start has been made to improve standards in pupils' writing by showing or 'modelling' writing for them in lessons. This approach is not yet consistently used across the school. All pupils are well supported, including those who have been identified as being very able, those with special educational needs and those with English as an additional language who are at an early stage of learning to speak English.
92. Pupils make good progress in acquiring skills in speaking and listening. The standards of the seven-year-olds are above average and those of the ten-year-olds are well above average. These high standards are partly due to skills that a significant number bring from home but also because of the good emphasis placed on developing speaking and listening in the teaching, especially in the introductory session in the literacy hour. The seven-year-olds speak confidently and readily share their ideas with the class as a whole. They clearly explain what they are doing and their plans for future development. In most cases pupils listen attentively to each other and to their teachers. By the age of ten, pupils develop their ideas thoughtfully and concentrate on what others are saying. For example, in a good literacy hour in Year 5, pupils readily responded to a poem in which contrasts and opposites were explored. In choosing contrasts, one pupil suggested 'a language spoken in silence'. In addition, the ten-year-olds are provided with good opportunities for speaking in French in a weekly lesson. They make good

progress and respond well to instructions in French and correctly recite well-known rhymes in that language.

93. Good support is provided for those pupils with English as an additional language, especially the few who are at the early stages of learning to speak English and they make good progress. Teachers take care to ensure that these pupils play a full part in lessons, often with support from an adult or from fellow pupils.
94. Pupils read well. Pupils with English as an additional language who are reasonably fluent in English read as well as most other pupils. Overall, pupils enjoy reading, and read for pleasure at home and at school. The teaching of reading is good. The seven-year-olds have a good grasp of the sounds letters make (phonics) as these skills are emphasised in the teaching. For example, they understand that the 'g' in 'gnashed' is silent, and readily identify further words where letters are silent such as 'know'. Pupils use this knowledge effectively to help them read words that are unfamiliar. As pupils move through the school, they read with growing fluency and develop a good appreciation of books. By the age of ten, reading standards are well above average. A significant majority have sufficient reading skills to cope with most books. Older pupils competently use non-fiction books to find information.
95. The writing standards of the seven-year-olds are broadly average. This is confirmed by the results of the national tests for the past two years. The seven-year-olds spell reasonably accurately for their age. Where they make mistakes these are usually 'phonically' correct, for example where they write 'witte' for 'white'. Most use full stops and capital letters correctly. Their handwriting is correctly formed and is of a satisfactory standard. Across the school, pupils write for a good range of purposes, recounting stories they have read, writing accounts of visits they have made, and writing diaries reflecting events in history such as the evacuation of children to the country in the Second World War. Overall standards are broadly average in Years 3 and 4.
96. By the age of ten, pupils attain above average standards. The significant element in their writing, that is not as well developed elsewhere in the school, is the effective organisation of their writing to develop settings and characters which capture the reader's interest. For example in a diary based on a story, one pupil wrote:
- 'The moon was floating through the mist of dark clouds and rain. The thunder kept me up all of last night because it was so loud.'*
- In another piece, one wrote:
- '....just fog, it's just like riding a boat on the river and steam is everywhere.'*
97. The teaching of English is good and all pupils make good progress. The work set for the very able pupils provides sufficient challenge and is based firmly on the individual plans that have been drawn up for these pupils by the teachers in collaboration with the special educational needs co-ordinator. Good support is provided for pupils with special educational needs, including those that have specific difficulties in English. Teaching takes due note of their individual education plans. Extra support is provided by the teaching assistants on a regular basis for both the very able pupils and those with special educational needs. Good support is provided by the class teachers and teaching assistants for the few pupils with English as an additional language who are at the early stages of learning to speak English. Teachers make sure that these pupils have sufficient support so that they play a full part in lessons. They make sure that in sessions where the class works as a whole these pupils have an opportunity to make their contribution. This enables them to make good progress.

98. Teachers make good use of the structure provided by the National Literacy Strategy and have adapted it carefully where they felt it was necessary in the best interests of the pupils. Good emphasis is placed on the teaching of phonics (letter sounds), especially in Key Stage 1. For example in a very good lesson in Year 1, pupils correctly identified the sound in words such as 'bat' and wrote the letters down when the teacher read out the word, drawing a 'button' under each sound they identified. When asked to 'push their buttons' they did so correctly sounding the letter concerned.
99. A sound start has recently been made to improve standards in writing by 'modelling' or showing pupils so that they can see what teachers mean. This happened in a very good lesson in Year 1 where the teacher worked collaboratively with the pupils to write text in the style of a book they had been reading during the week. Similarly in a very good lesson in Year 4, the teacher used an overhead projector effectively to write pupils' ideas for a set of instructions about how to edit their work. Overall, this aspect of teaching is still not used regularly enough. A recent development has been to provide opportunities for pupils to develop their writing in other subjects. A sound start has been made. For example in Year 2, pupils extend their writing skills in religious education as they write about religious festivals and in Year 4 where they write instructions in design and technology for their prototype of a torch. Satisfactory use is made of information and communication technology to help pupils to improve their writing and to illustrate their work.
100. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are provided with good opportunities to explore their own feelings and values in the books they read and in the discussions that follow. Pupils are introduced to stories from different cultures and regularly work collaboratively when writing or working with the teacher as a class.
101. The management of the subject is very good and its effect is seen in the successful implementation of the National Literacy Strategy and the good quality of the teaching. Teaching has been observed together with analysis of the National Curriculum test results. As a result, writing has been identified as an area where improvement is needed. A detailed action plan has been drawn up which is being effectively implemented. The arrangements for the assessment of pupils' attainment and progress are good and the information has been used satisfactorily to establish targets for pupils to aim for. Little mention is made of these in lessons and marking does not let pupils know about the progress they are making in meeting their targets.
102. The new library doubles as an area for the teaching of music and so is not always available. This hinders the development of pupils' ability to regularly use the library for research. The storage arrangements are not helpful and improvement is currently a priority for the headteacher. There is a satisfactory collection of information books. The stocks of fiction are barely adequate and the voracious readers in Year 5 report that they have read most of the available books. The books provided for younger pupils to read with their teachers and at home are in the most part, dated and worn. Overall the book provision is unsatisfactory.

MATHEMATICS

103. Overall, pupils' achievement is good and the standards attained by the seven- and ten-year-olds are above average. The results of the national tests in 2002 showed that the standards attained by the seven-year-olds were well above the national average and above the average for similar schools. Inspection evidence is that the standards attained by the current seven-year-olds are above average rather than well above average. The ten-year-olds also attain standards that are above average. The strengths in pupils' attainment are their skills in calculating correctly and applying these skills when solving problems. Overall, there has been good improvement since the last inspection. Above average standards have been maintained for the seven-year-olds and the attainment of the oldest pupils in the school is now above average, rather than average. This is the result of good teaching and leadership in the subject.
104. All pupils make good progress. Most pupils from minority ethnic backgrounds, including those with English as an additional language who are reasonably fluent in English, do as well as the other pupils. Those pupils who are at the early stages of learning to speak English are making good progress as they are well supported by their teachers. Well-matched tasks are provided for the very able pupils and those with special educational needs which enable them to fully participate in lessons. Where possible, teaching assistants work alongside pupils with special educational needs or those at the early stages of learning English and provide additional explanation or effectively prompt pupils to respond confidently in the oral part of the lesson. This level of support enables these pupils to make the same good progress as the rest of the pupils.
105. In Key Stage 1, pupils are successfully introduced by their teachers to mathematical vocabulary through a range of practical activities which promote understanding of patterns, number and shape. The seven-year-olds show confidence and enthusiasm in their mathematics work. They work out questions quickly and accurately in their heads and are developing good mental agility as they practise this regularly in their daily mathematics lessons. Pupils know the relationship between addition and subtraction and a few are beginning to link multiplication and division together satisfactorily. They add and subtract two-digit numbers confidently using efficient 'pencil and paper' methods. Pupils correctly recognise odd and even numbers and apply this knowledge to three-digit numbers. Their knowledge of time and their use of measures are developing well.
106. The ten-year-olds have built successfully on earlier work because the curriculum is well planned. They recall multiplication and division facts quickly and accurately. Pupils accurately add and subtract three-digit numbers in columns. They have a good understanding of the value of a digit in large numbers and correctly multiply numbers by 10 and 100. Pupils accurately place fractions in the correct order according to their size and apply their knowledge of fractions very well, for example when working with mathematical probability. They have a wide mathematical vocabulary and use terms competently such as 'fair', 'unfair', 'likely', 'unlikely', 'certain', 'probable', 'no chance' or 'a good chance' when they investigate mathematical probability.
107. Overall, the teaching is good in both key stages, and on occasions is very good or excellent and pupils make good progress. This is an improvement on the last inspection when teaching was judged to be satisfactory. Teaching is good in large measure because the teachers have successfully and conscientiously implemented the National Numeracy Strategy. Planning is now more rigorous and teachers consistently build on what the pupils have already learnt and this gives the pupils confidence and good motivation. The emphasis given to mental and oral mathematics,

direct whole class teaching and problem solving has a positive impact on standards. The subject knowledge of the teachers is often good which leads to confident teaching. Satisfactory use is made of ICT, especially in data handling to draw graphs showing the results of pupils' investigations. Skills in numeracy are used satisfactorily in other subjects, for example in design and technology, but on an incidental basis rather than the result of careful planning.

108. Lessons are well planned, move at a good pace and teachers employ a good range of teaching methods. In lessons, teachers have high expectations of pupils, especially in their mental agility and their speed and accuracy in mental calculation. This leads to most pupils having a good recall of multiplication tables and other number facts. For example, in an excellent lesson in Year 5, the teacher's high expectations, very effective questioning and encouraging approach enabled pupils to consolidate earlier learning and gave them confidence to attempt some very challenging work. The pupils were eager for more when this part of the lesson was complete. The lesson was conducted at a very good pace with challenging work for all pupils. At the end of the lesson, the pupils were left with a difficult question to try to solve as homework. Teaching such as this enhances pupils' learning and enables them to make good progress.
109. Teachers regularly mark pupils' work. Praise and encouragement are often given. Advice and comments about how to improve the work are much less frequent. Homework is set and completed regularly. There is a good balance between problem-solving activities or number investigations and the more traditional homework tasks of learning number facts and multiplication tables. Overall, homework makes a significant contribution to the standards attained.
110. Mathematics is effectively led by an enthusiastic subject co-ordinator who leads by example. She is well supported by the headteacher who monitors teaching and learning through lesson observations. Pupils' work is regularly assessed and detailed analysis undertaken of the results of national tests and tests set by the school. The information is used satisfactorily to set targets but these targets are not used enough to plan work. The co-ordinator works closely with colleagues in similar roles in other local schools and with a local authority numeracy consultant to the benefit of the school. Resources for this subject are satisfactory and well organised.

SCIENCE

111. The standards attained by the seven- and ten-year-olds are above average. All pupils make good progress and achieve well. Good support is provided for pupils with special educational needs and those with English as an additional language to enable them to participate fully in lessons. In the teacher assessments at the end of Year 2 in 2002, all pupils were recorded as having achieved the nationally expected standard, and the vast majority at a level higher than that expected for pupils of this age. Inspection evidence indicates that attainment of the seven-year-olds is above average. The strengths in pupils' attainment lie in their knowledge and understanding rather than in their skills in working scientifically.
112. The previous inspection found that attainment in Year 2 was above average, although teacher assessments were too optimistic previously. This is similar to the present picture. The attainment of the oldest pupils was found to be below average because pupils made unsatisfactory progress due to the unsatisfactory teaching. Good progress has been made, teaching is generally good, and attainment has improved in Years 3 to

5. There remains a weakness in the systematic development of pupils' skills. Overall, there has been good improvement since the last inspection.
113. Teacher assessments at the end of Year 2 tend to over-estimate the proportion of pupils who have securely attained the higher level, especially in the development of scientific skills. None-the-less, attainment is above average overall. In Year 2, pupils display good knowledge about the properties and uses of different materials. During a good discussion, led by the teacher, higher attaining pupils in particular described why certain materials could, or could not, be used for a particular purpose. They suggested, for instance, that it would be inappropriate to use glass to build the whole of a house. All pupils show a good understanding of various push and pull forces. Pupils in Year 1 correctly label the parts of the body and distinguish between living and non-living things. They know that humans use different senses, and this was satisfactorily developed during a walk around the playground listening carefully to the sounds that could be heard. Pupils' work does not focus sufficiently on developing their investigative skills in a logical way.
114. During Years 3 to 5, pupils make good progress owing to mainly good, well-organised teaching. Better learning occurs in aspects of scientific knowledge, but the development of scientific skills is less secure. Occasionally, such as when looking at the functioning of the human body, too much attention is given to complicated internal structures, such as the inside of the heart, rather than the development of the key skills of observation, data collection, recording and interpretation. Although pupils carry out various practical experiments, they tend to be teacher directed and there are few opportunities for pupils to investigate scientific questions that they have raised. A particular weakness is that pupils have few opportunities to suggest how a scientific question could be investigated, and then to select resources to carry this out. Although teachers' subject knowledge is used well to develop pupils' knowledge, understanding and the use of scientific vocabulary, there is a lack of independence in pupils' work. In Year 3, for instance, all pupils were given a catapult made by the teacher so that toy cars could be propelled by a similar force, and in Year 4 pupils were not encouraged to make choices about what materials they would use to make a switch for an electrical circuit.
115. The ten-year-olds know the main food groups, understand the role of the heart and the effects of exercise. In Years 3 and 4, pupils make good progress in acquiring and understanding scientific knowledge. In Year 3, for example, pupils were asked to list objects attracted to magnets and those not attracted. They also understand that the same poles of magnets repel each other. Throughout the school, much of the work in pupils' books in each year group is similar, although increasingly teachers are introducing different ways of recording for various groups of pupils. In Year 4, the teacher set a particularly challenging task related to electrical circuits for an above average group. They tackled this problem with enthusiasm and persevered well, although they were not able to crack the challenge. Lower attaining pupils benefit from the good guidance of teaching assistants and their progress is similar to other pupils. Effective use of different pupil groupings, such as mixed-ability and pairs or small groups, often helps their progress. Those pupils for whom English is an additional language are fully involved in their science lessons. They are given relevant support when necessary, often by the use of clear questions, and achieve well.
116. Pupils are enthusiastic when engaged in science. Confident pupils contribute willingly to question and answer sessions. In the best lessons, teachers use questions especially well, and ensure all pupils are involved. Pupils' attitudes to science, and their behaviour in lessons, are very good. The enthusiastic teachers help to maintain

interest, and pupils tackle experimental tasks enthusiastically, and in a very controlled way. The volume of work completed is often impressive, such as in the books of pupils currently in Year 2.

117. The quality of teaching is good throughout the school and hence pupils' learning is good. The pace of learning in relation to scientific skills is limited by the rather constrained approach, which restricts opportunities for pupils to develop independence. A feature of all the good lessons seen was the subject knowledge of teachers, which was used effectively to explain scientific principles, pose questions and to answer pupils' questions. Detailed planning helps lessons to move on swiftly and this aids learning, although plans give less attention to the development of specific skills. Marking is satisfactory. In only a few cases is it used to help pupils understand how they can do better.
118. The curriculum is based effectively on national guidance. This ensures sufficient breadth, but not enough thought has been given to the way in which scientific skills are developed. This means that, for instance, issues such as predicting, hypothesising and fair tests are introduced in some detail before more basic skills such as observing and simple recording are securely in place. Literacy skills are used well, but not enough planned use of numeracy skills is evident. Science makes a limited contribution to pupils' personal development. Although pupils work together on experiments, there was no evidence of opportunities for pupils to plan their own work to answer a question they had raised. Similarly, an awareness of the lives of famous scientists, and their impact on our lives today, is underdeveloped. Assessment largely involves highlighting statements to indicate pupils have achieved a particular statement. This is not used accurately enough. The co-ordinator, who is very new to the post, has identified a range of features, including assessment, which needs improvement. Overall, the management of the subject is satisfactory. Resources, while satisfactory, require extending to enable Year 5, and subsequently Year 6, pupils to be challenged sufficiently.

ART AND DESIGN

119. There was little art and design being taught during the inspection in line with the school's planning. However, with the observation of one lesson and by looking at pupils' work and by talking to them it was possible to make a secure judgement on the standards attained. Overall, the standards attained by the seven- and ten-year-olds are average. All pupils achieve satisfactorily and make sound progress. This represents a satisfactory improvement from the last inspection when standards were considered to be below the national expectation for seven-year-olds and the oldest pupils in the school at that time.
120. Teachers have provided useful opportunities for pupils to develop their skills in drawing. The seven-year-olds satisfactorily develop their skills, and their drawings show a sound use of shading to show depth, for example in their drawings of plants, bottles and chairs. Good use is made of ICT, for example a program was well used in mixing colours to illustrate 'Joseph's coat of many colours' as part of pupils' work in religious education. Pupils also use clay satisfactorily to make coil pots of a satisfactory standard. They successfully make designs in fabric for their hand puppets. Teachers have provided useful opportunities for the ten-year-olds to work competently with paint, crayons and pastels in the style of well-known artists, such as Picasso. Their earlier work shows sound standards in mixing colour when they paint. Pupils in Year 3 competently mix colour when painting which they then apply to paintings of concentric circles inspired by Kandinsky.

121. In a good lesson in Year 3, pupils were designing wall paintings as part of their study of the Romans. There was a good balance of demonstration whilst not doing the work for the pupils. Resources were well prepared and were of a satisfactory quality. The school has adopted national guidance into its scheme of work and planning is detailed. Good links are made with other subjects, such as history and religious education, and pupils' growing skills in art and design are used satisfactorily to illustrate their writing. This is satisfactory improvement since the last inspection when there was no scheme to guide teachers' planning. A weakness in the current planning is that not enough attention is given to the systematic development of important skills. Pupils regularly study the work of great artists but few opportunities are provided to look at the art of other cultures.
122. The standard of display of pupils' work around the school is good and acts as a good model for pupils to present their own work imaginatively and carefully. The use of display to celebrate the success of pupils' work is well developed and provides good motivation for them. Pupils' imaginative designs for the decoration of their toilets demonstrate how good designs enhance everyday life. The naming of the classrooms after famous artists has also helped to promote this subject and give it a higher profile in the school.
123. The co-ordinator is relatively new but in the short period she has been in the school she has already begun to work alongside colleagues to develop progression in drawing and painting and to provide a wider range of quality pencils and brushes for finer work. Assessments are made of pupils' attainment but are not used consistently to plan work. Teachers' planning is carefully monitored, as are the standards of work on display. Overall, the management of the subject is satisfactory.

DESIGN AND TECHNOLOGY

124. The standards attained by the seven-year-olds are average and those attained by the ten-year-olds are above average. The higher standards attained by the older pupils are due largely to the very good teaching. There has been good improvement since the last inspection when the standards attained by the oldest pupils were average. All pupils make good progress and their achievement is good. Children with special educational needs and those who have English as a second language make good progress as they are well supported, especially when they are part of a working pair or a member of a team. The quality of teaching has improved across the school as teachers' planning is now related to national guidance and there is a more systematic approach to the learning of skills and evaluating and modifying designs.
125. Pupils in Key Stage 1 make good progress because lessons are well managed and the work is interesting. The seven-year-olds competently make fabric hand puppets and know how to select threads and materials to design and make. They discuss how the fabric is to be joined and know that the use of glue, although easier to apply than thread, is messy and might not hold the fabric firmly. They use a simple sewing stitch with care and apply it to a finished product. In Year 1, pupils look at a design for a swing and know which vital part is missing and that without that part it is a poor design. They select carefully from a range of materials for the building of a slide and combine parts of construction kits with other materials, successfully producing an imaginative variety of products. They use scissors effectively and work safely with them. The weekly construction club for pupils in Key Stage 1 makes a valuable contribution to their learning and standards they attain.

126. In Key Stage 2, learning is very good as teaching is challenging. The products made by the ten-year-olds are of a high standard and show originality in design and construction. In the 'thinking skills' session, pupils show a variety of original solutions to the problems they are presented with. They understand that working as a team generates ideas and shares the work process, they also appreciate that there are many ways to solve a problem with some ways being more efficient than others. In Year 4, pupils understand how a battery torch works, as they have successfully taken one to pieces and made careful design drawings that are accurately and clearly annotated. Their own designs for a prototype torch relate to their work in science. They understand the principle of a simple circuit and know that light is reflected if the right material is used. Some pupils work in pairs to construct a prototype burglar device. They work in a logical way, refining their ideas as they test their devices.
127. The quality of teaching is good in Key Stage 1, and very good in Key Stage 2 where pupils are given plenty of challenge in problem-solving activities. In a good lesson in Year 1, pupils were given the opportunity to make models of playground slides with a variety of materials and construction kits following a recent visit to a recreation area. As a result of the good teaching, pupils described the different parts that make up a slide and they incorporated this knowledge successfully into their own designs.
128. As part of a very good 'thinking skills' lesson in Key Stage 2, pupils from several year groups were presented by their teachers with the problem of lowering an egg from a high level surface to the floor without touching it. They had to work together in teams within a time limit and with a limited range of tools and materials to find a solution. The pupils enjoy these lessons and collaborate well. At times, their enthusiasm does not leave enough time for an evaluation to help the next stage of the planning. They have due regard for health and safety and know not to walk about when they have a tool in their hand as teachers emphasise safety. Such teaching leads to pupils being very well motivated and they make very good progress in lessons, and their progress over a longer period is good. Working in this way makes a strong contribution to pupils' social development as pupils of all ages work well together and are supportive of one another's efforts.
129. The co-ordinator is relatively new to the school and has focused on developing the schemes of work and supporting staff with their planning and giving them ideas. Teachers regularly make assessments of pupils' attainment and progress and the information is used satisfactorily to plan work. The co-ordinator works alongside other teachers with similar roles in other local schools for support and to extend her own knowledge and understanding. The resources are adequate and well organised. Overall, the management of the subject is satisfactory.

GEOGRAPHY

130. The standards attained by the seven-year-olds are average but those attained by the ten-year-olds are below average. Whilst the achievement of the seven-year-olds is satisfactory and they make satisfactory progress, that of the ten-year-olds is unsatisfactory and they underachieve. Pupils with special educational needs and those with English as an additional language make progress similar to that of the majority of pupils. The previous inspection report indicated that attainment at the end of Year 2 was about average. It was below the expected level in Year 3 and teaching here was judged to be unsatisfactory. There was not enough focus on the development of pupils' geographical knowledge and skills. Although some progress has been made, the improvement is not sufficient. The current organisation of the curriculum is too disjointed and teachers lack sufficient detailed guidance.

131. The attainment of the ten-year-old pupils is below average because knowledge and skills are not developed systematically. In an attempt to make geography relevant, it has often been taught in topics, which also link to history, for instance in the study of the local area. Discussions with pupils show that, while they recall much of the history covered, they are vague about what geography they have learnt. Although there are examples of the effective use of mapping skills, for example during the residential trip of Year 3 pupils, these skills are not developed in a carefully planned order. Pupils know about various locations in Britain and other parts of the world, but opportunities to compare and contrast different areas are not developed sufficiently. Last year's work covering Africa lacked a detailed focus and was far too general. While pupils' writing about folk tales from India made a positive contribution to literacy skills, it did not help develop significant geographical knowledge or skills.
132. Overall the teaching in Key Stage 1 is satisfactory. In a good lesson in Year 1, pupils showed interest when discussing their results of a traffic count close to the school and the safety features by the school. Owing to clear explanations, they made good progress in drawing a representation of features such as the fence, railings and road markings. However, their knowledge of maps and the way a bird's-eye view is used was very limited. The impact of teaching is limited by the lack of sufficiently detailed whole-school planning.
133. Overall, teaching in Key Stage 2 is unsatisfactory and pupils do not make enough progress in their learning. Teachers' subject knowledge is not always extensive enough to allow topics to be developed in depth, or to ensure factual details are explained correctly. In an unsatisfactory lesson in Key Stage 2, ten-year-olds have recorded very misleading illustrations of the weather across the northern and southern hemispheres in the respective winters and summers. Similarly, having watched a poor representation of the water cycle on a computer monitor, the subsequent explanations were not completely accurate. Pupils' literacy skills are used satisfactorily during geography lessons, but too few opportunities are evident to develop numeracy skills by, for instance, extensive work using maps, the use of scales and comparing data from different localities. ICT is used well to develop some understanding of maps. In the lessons seen, planning was well organised to meet the needs of pupils in each class. Different recording methods were used for lower attaining pupils, including those with special educational needs, as well as for those who are more able. This appears to be a recent improvement, as work from last year shows little variation. The class teachers also give specific support to pupils who are not fluent in English by giving them extra time, especially to explain the work to be undertaken.
134. The school recognises that the geography curriculum is not organised satisfactorily and that more detailed guidance is necessary. The co-ordinator, who took over recently, has a clear picture of how to make improvement and the current management of the subject is satisfactory. Assessment information has not yet been used to help develop curricular guidance. Some of the planned work raises important social and moral issues, such as the use of water resources, but geography makes a limited contribution to pupils' spiritual and cultural development. The co-ordinator has not had any opportunity to monitor and evaluate teaching and learning, but recognises that standards need to be raised. Although geographical resources are currently adequate they need extending to cope with the older pupils who are now in the school.

HISTORY

135. The seven- and ten-year-olds attain average standards. All pupils make sound progress and their achievement is satisfactory. Pupils with special educational needs have appropriate support in line with their individual education plans. Care is taken by teachers to ensure that the few pupils with English as an additional language who are at an early stage of learning English are well supported and that they participate fully in lessons. Standards are similar to those reported at the last inspection for the seven-year-olds, but attainment is now better for older pupils. Although curricular planning is more detailed, the development of pupils' historical skills, such as the use of historical evidence, remains underdeveloped. Overall, there has been satisfactory improvement since the last inspection.
136. In Key Stage 1, pupils use their literacy skills well to describe their knowledge and awareness of change over time. This is the result of the use of carefully chosen material, including books. Pupils write well about the Fire of London, and compare satisfactorily hospitals of today with those found at the time of Florence Nightingale. Pupils take care when completing work in their books.
137. The development of pupils' historical knowledge and the good use of their literacy skills are strengths in Key Stage 2. Visits to historical sites, such as Fishbourne Roman Palace, the use of the local area and interviews with local residents, are helping to bring history alive, and hence to interest pupils. Attainment in Year 5 is about the expected standard, although, as in Years 1 and 2, pupils' knowledge is developed better than their skills. Pupils in Year 3 record suitable comparisons of Roman and Celtic houses. Exercise books show detailed work on the Romans, enhanced by their enjoyable visit. Older pupils describe satisfactory features of life in ancient Egypt. A positive feature of the work on the Victorians and about World War Two was the use of the local area and discussions with local residents. On occasions, some of the written work lacks detail; this was apparent in writing about the Tudors.
138. Pupils' work shows an interest in history, and the sound use of a range of literacy styles, such as diaries, letters and reports, is helping to develop pupils' writing skills. Numeracy skills are not used satisfactorily to help pupils develop an understanding of chronology and the passing of time. 'Time lines', denoting the passage of time, both on displays and in pupils' books, are not accurate mathematically. Some older pupils in Year 3 made good use of a CD-Rom to find out about Roman soldiers. The subject contributes well to the school's provision for spiritual and cultural development. Pupils' letter and diary writing about the evacuation of children during World War Two showed empathy and thoughtfulness. Their study of ancient history, including ancient Egypt, Roman mosaics and visits to historical sites, adds greatly to their range of cultural knowledge.
139. Although only one lesson was seen, analysis of planning and pupils' work, and discussions with them, suggest that the quality of teaching and learning is at least satisfactory. There are signs of an improvement since the last inspection. In a very good lesson in Year 3, pupils were captivated with the idea of planning a Roman day. The teacher read out an invitation to a Roman party, and this excited pupils so that they searched for information with enthusiasm. They rose to the teacher's challenge to find out about various features, such as dress, food and entertainment, to plan their needs for the day. The teacher had carefully chosen books so that pupils of different ability could experience success in their search. The lesson also made a good contribution to understanding the use of books as sources of evidence. This organisation, together with carefully directed support by the teacher, ensured lower attaining pupils could

make very good progress. All pupils for whom English is an additional language could use the books allocated, and they made similar progress to the other pupils.

140. The co-ordinator joined the school quite recently. She has already made a good start to analysing current strengths and weaknesses. There is an understanding that the planning needs to pay more attention to the development of pupils' understanding about the nature and validity of historical evidence. She also recognises that assessment procedures, and their use, need further improvement and that further resources to extend pupils in Years 5 and 6 are necessary.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. The seven- and ten-year-olds attain average standards and their achievement is good. This represents good improvement, especially in Key Stage 2 where the requirements of the National Curriculum were not being met and standards were below average at the time of the last inspection. The curriculum is well planned. The ICT suite is very new and for many pupils it was during the week of the inspection that they had their first lesson in the suite. In the lessons seen in the suite, pupils made good progress as a result of the good teaching. Overall, all pupils are making good progress. The provision of the new suite means that the school is now well placed to enable the pupils to progress at a more rapid rate. Pupils with special educational needs have good support and often attain the same standards as their peers. Teachers take care to ensure that the few pupils who are at the early stages of learning English are well supported and that they take a full part in the lessons. ICT is used satisfactorily in other subjects. Resources are good. The subject is very well managed; teachers have sound expertise and are well supported.
142. The seven-year-olds quickly use toolbars to give various effects such as drawing intersecting lines and flooding the spaces created with colour when creating pattern in the style of the painter, Modrian. They are competent in their use of a mouse and successfully open programs. Pupils successfully give instructions to a small robot to move given distances in a straight line. In mathematics, the seven-year-olds confidently operate programs that consolidate their growing skills in calculation and accurate recall of numbers. Most successfully wordprocess pieces of their writing. They accurately change the type and size of the font to suit their purposes, for example when they compile an anthology of their writing of tongue twisters and humorous poems.
143. By the age of ten, pupils have made sound progress. They use the Internet to successfully find information about Bangladesh and the Romans. Pupils import the information as part of their research. They competently use spreadsheets in history to work out how to make a cake using the sugar ration of the period. In science, they use spreadsheets to work out the insect population of a pond after a pond dipping expedition. Pupils successfully use ICT to develop their ideas when they make images in the style of Picasso. Similarly they competently design a box in three dimensions as part of their work in literacy about a magic box. Most pupils amend their images as they work and successfully save their data. They confidently use a scanner and paste the images they make into their work.
144. Teaching in both key stages is good. Teachers are confident in their use of ICT. They are already making good use of the suite. Teachers are enthusiastic and make good use of the interactive whiteboard, which enables them to show pupils how to use the keyboard to operate the good range of programs available to them. For example, in a good lesson in Year 5, the teacher successfully consolidated previous work on manipulating images by asking: 'What do I do next?' and then following the instructions

given by the pupils who were very keen to demonstrate their skills. Work undertaken in the suite is effectively consolidated in the classroom using the good provision of computers based there. This happened in Year 2 where the suite was used to introduce pupils to a program, which they then worked on in their classroom.

145. Good opportunities are provided for pupils to collaborate. In a lesson in Year 2, one pupil asked the teacher 'which button do I press?'. The immediate response was 'who can help him?' Several volunteers immediately offered their help. Opportunities such as these consolidate pupils' learning and also make a strong contribution to pupils' social development. The excitement pupils experience when they begin to see the power of ICT enhances their spiritual development. This happened when pupils in Year 3 had their first lesson in the suite. Effectively the teacher used the interactive whiteboard to demonstrate how to enlarge and change the design of headings. As she did this pupils were wide-eyed and clapped enthusiastically.
146. ICT is used satisfactorily across the curriculum. For example, in a good literacy lesson in Year 1 taken in the ICT suite, the teacher effectively used the interactive whiteboard to show pupils how punctuation determines how a story is read and also effectively consolidated work on phonics. The lesson also enabled pupils to improve their skills in moving text. In science, as part of a study about teeth in Year 3, spreadsheets were used to investigate the state of pupils' teeth and how often they were brushed. The Internet is used regularly to research.
147. The management of the subject is very good. The smooth introduction of the ICT suite, given the number of teachers new to the school, is a testament to the very effective management. Teachers are provided with a good level of support. The level of resources is better than those usually found in schools. Assessments of pupils' progress and attainment are made satisfactorily. The information is used satisfactorily to plan work. Teachers' planning is monitored effectively and lessons are observed regularly. Secure arrangements are in place to protect pupils when they use the Internet. This is provided by the local authority. At the time of the inspection the school had been informed that this system was not working effectively. Having used the Internet themselves and seen how it was possible to find unsuitable sites by accident, the school has decided not to use the Internet until the local authority's system is again working effectively.

MUSIC

148. The standards attained by the ten-year-olds are well above average, largely due to the very good specialist teaching. They achieve very well and make very good progress. Teaching ensures that pupils with English as an additional language and those with special educational needs are well supported and that they participate fully in lessons. At the time of the last inspection, pupils' attainment in Years 2 and 3 was above that expected nationally and their progress was good. Overall, there has been good improvement.
149. Insufficient evidence was available to make a judgement about the standards attained by the seven-year-olds, although their singing in assembly was enthusiastic and tuneful. In music lessons for Years 3 to 5, pupils show great enthusiasm and enjoyment, evident in the smiles on the faces of Year 3 pupils while singing the 'call and response' song 'Go To Bed Now', followed by the singing of a round based on 'Ten Green Bottles'. They thoroughly enjoyed the experience and succeeded in their attempt because of the skilful teaching and extremely effective use of assessment during the session.

150. Musical skills are taught very well and all pupils enthusiastically participate in all the musical activities. The specialist teacher's excellent subject knowledge helps to ensure rapid progress in the understanding of musical notation and the value of notes. The ten-year-olds were confident that crotchets represented one beat, a semibreve four beats and, because listening was carefully developed, a quaver half a beat. Excellent teaching about how fingering and breathing correctly help to produce a pleasing rhythmical performance when playing the recorder, led to a high quality performance of 'Carillon de Vendome'. Careful planning helped to ensure all pupils, including those who were not confident about all the notes, were fully involved in the performance.
151. In Year 4, pupils have good opportunities to compose and refine their performance using instruments. This work was inspired after listening to Indonesian music using the gamelan. Pupils have a very good knowledge of how to use different instruments to compose a repeating tune in a style similar to the gamelan. This work also developed good co-operative skills. Pupils make very good progress, have fun and feel a sense of achievement because of excellent relationships, high expectations of behaviour and attention from the teacher to ensure that the lessons are successful. Occasionally, pupils are not encouraged enough to listen carefully to others to enable them to contribute fully to an evaluation of a performance. The needs of all pupils are carefully considered, so that lesson plans refer to the specific task for less able pupils or how to extend gifted musicians. Similarly, during lessons, pupils for whom English is an additional language are fully involved and their contributions valued.
152. There is a well-structured approach to teaching music, which builds successfully on what pupils have already learnt and understood. Satisfactory assessment takes place by recording against National Curriculum levels, although the teacher is to introduce more detailed procedures this term. The co-ordinator is part time and leads the subject very well. She teaches music to pupils in Years 1 to 5. This means that musical skills are developed systematically and that work is challenging. However, there is less emphasis on music at other times of the week, and not enough is made of the music played in assemblies to develop pupils' awareness and understanding of different composers and styles of music.
153. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. Cultural development is promoted well through listening to Indonesian music and by listening to African drummers, but the co-ordinator recognises that opportunities to listen to and appraise music from a wide range of cultures need to be extended. Pupils take part in productions, which gives them good opportunities to perform before an audience and contributes towards their social development. Extra-curricular activities, and specialist music tuition, make a positive contribution to the development of pupils' musical skills.

PHYSICAL EDUCATION

154. The standards attained by the seven- and ten-year-olds are above average, largely due to the good teaching and pupils' enthusiasm. All pupils make good progress and achieve well because teachers ensure that pupils with special educational needs are well supported and that the few pupils at the early stages of learning English clearly understand instructions. Improvement since the last inspection is good as at that time inspectors were unable to assess standards due to insufficient lessons being seen.
155. Seven-year-olds travel around the hall using different types of movements well, for example running, hopping and jumping. They make a simple sequence of movements

and understand how to link them together effectively taking balance into account. Most pupils work well in pairs with shared sequences but a few find it difficult to co-operate. In a games lesson, most pupils were seen to play well together in small team games and show that they are able to run with the ball and shoot a ball with their feet successfully. Most pupils listen well to teachers' instructions and watch demonstrations by their peers but an opportunity is sometimes missed to evaluate performance and make improvements.

156. By the age of ten, pupils' attainment is still above average and they make good progress. In Key Stage 2, consistently good teaching, some of it very good, is having a positive impact on standards. Skills are taught progressively in games lessons and regular practice in a variety of small game activities gives the pupils opportunity to develop tactical awareness as well as reinforcing skills. Pupils' level of participation is very good; they show good sportsmanship in their play, encourage one another and are very keen to win.
157. The quality of teaching is good at both key stages with teachers having high expectations of pupils' behaviour and levels of participation. Teachers give clear explanations and instructions and the pace of the lessons is lively and purposeful because of the varied range of activities on offer. All teachers were seen to demonstrate skills and techniques effectively, acting as good role models for learning. Due regard is given to health and safety issues, for example in one lesson asthma inhalers were on hand at the field. Teachers take good care of the pupils on the short journey to the field by counting the pupils before and after the lesson and making sure that pupils cross the road in an orderly and safe fashion. Lessons in dance or swimming were not observed during the inspection but evidence from planning indicates that the pupils receive the full range of the physical education curriculum at both key stages.
158. The management of the subject is good with the co-ordinator for the past two years working enthusiastically and energetically to provide a good scheme of work and build up the level of resources. The parent teacher association has funded some of the larger games equipment and its contribution has been much appreciated and has resulted in a better level of resources for learning. The co-ordinator and other teachers have in recent years been involved in the Top Sports training courses and this has led to them being more confident and knowledgeable in their teaching. Monitoring of the subject is satisfactory. A good range of extra-curricular sporting activities supports learning very well as does the involvement of instruction provided by Wimbledon Football Club and the Wimbledon Lawn Tennis Association. Resources are adequate, it is planned to improve the playground surface and space and although the field is a short distance from the school it is of a good size and is well sheltered.

RELIGIOUS EDUCATION

159. The seven- and ten-year-olds attain standards that are in line with those required by the Merton Agreed Syllabus. Their achievement is satisfactory. The standards of the seven-year-olds remain much the same as they were at the last inspection when there was insufficient evidence to make a judgement on the attainment of the oldest pupils, as there was insufficient recorded work. Overall, there has been satisfactory improvement. The teaching is good and all pupils make good progress in lessons as pupils with special educational needs have sufficient support. Generally pupils' knowledge about the distinctive features of religions is well developed, as good use is made of the pupils' religious experiences, particularly those from minority ethnic backgrounds. Care is taken by teachers to involve pupils at the early stages of learning

to speak English in these discussions. However, progress over the longer period is satisfactory. This is partly due to the lack of arrangements to assess pupils' attainment and progress. The curriculum is planned satisfactorily in line with the locally agreed syllabus. Resources are satisfactory. The new co-ordinator has made a sound start and the subject is satisfactorily managed. The opportunities provided in lessons make a substantial contribution to pupils' spiritual development as they explore religious ideas and the way in which they affect peoples' lives.

160. Systematic use of the locally agreed syllabus has enabled the seven-year-olds to satisfactorily understand what something special is. They have a sound understanding of what makes religious festivals such as Eid, Diwali, Hanukah and Christmas, special. For example, they explain why 'fireworks night' is a special event but is not a religious festival. Pupils have a clear understanding of the ways Christians use a church to worship and how this is different in a synagogue and a temple. They know that the Torah is special to Jews and that the Bible is the Christians' special book. By the age of ten, pupils have a better understanding about religions. For example, they have a satisfactory understanding of how Muslims and Christians worship and of the importance of religious symbols to followers. The ten-year-olds are satisfactorily starting to think about religious issues as teachers provide them with useful opportunities to explore everyday dilemmas. They think about their own beliefs in their writing, for example they explain why they are having difficulty in deciding about their own beliefs. They extend their writing skills when they plan their writing about religious festivals.
161. Teaching and learning are good and enable all pupils to make good progress. The strengths in the teaching lie in the planning, the use of pupils' religious experiences and religious artefacts, and teachers' interest and enthusiasm. 'Is fireworks night a religious festival?' asks the teacher at the start of a lesson in Year 2 which was one of several looking at religious festivals. The teacher effectively used pupils' answers to consolidate what they had been learning in previous lessons. Good use is made of visitors. This happened in Year 5 as part of a piece of work where pupils were learning about what the Bible means to Christians. After a good brainstorm of their understanding which the teacher had carefully recorded on a whiteboard, the visiting Christian priest responded very well to their ideas and made it clear what the Bible meant to Christians and why. The good partnership of the visiting priest and the class teacher enabled the pupils to clarify their understanding and to increase their knowledge about Christianity. In other lessons pupils have been confident to talk about their own religions and the important beliefs they hold.
162. The co-ordinator has just joined the staff. A useful start has been made in developing a profile of pupils' attainment across the school. A new agreed syllabus has been recently introduced in Merton. The implementation of this is to be the focus for the new co-ordinator, together with ensuring that there are the necessary resources in place. The school has been waiting for the new locally agreed syllabus before establishing the necessary arrangements to assess pupils' attainment. Plans are in hand for this. Effective use is made of ICT, for example to illustrate a book about Jonah and the Whale by scanning in pupils' illustrations. Resources are satisfactory. Good use is made of visitors and visits to places of worship. Overall, the management of the subject is satisfactory.