

INSPECTION REPORT

ST MATTHEW'S C of E PRIMARY SCHOOL

West Wimbledon

LEA area: Merton

Unique reference number: 102664

Headteacher: Ms M-J Taylor

Reporting inspector: Mr L Garner
25507

Dates of inspection: 24th – 27th February 2003

Inspection number: 246228

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Cottenham Park Road
West Wimbledon
London

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Appropriate authority: The governing body

Name of chair of governors: Mr W Lines

Date of previous inspection: December 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25507	Mr L Garner	Registered inspector	Educational inclusion, including race equality English as an additional language Science Information and communication technology Design and technology Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9970	Mr J Acaster	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3692	Mr D Hill	Team inspector	English Geography	How good are the curricular and other opportunities offered to pupils?
22199	Ms J Wotherspoon	Team inspector	Special educational needs The Foundation Stage Mathematics Art and design History Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Matthew's Church of England Primary School is an average sized school, with 227 pupils compared with the national average of 242. The number of pupils known to be eligible for free school meals, at 2.4 per cent, is well below the national average. The number of pupils speaking English as an additional language is nearly eleven per cent and this is high compared with schools nationally, although there are few pupils who are at an early stage of learning English. Thirteen per cent of pupils have been identified as having special educational needs and this is below the national average. However, the 1.3 per cent of pupils who have statements of special educational needs is broadly in line with the national average. Children's attainment on entry to the nursery and the reception class varies from year to year, but is generally above that expected for their age. The school has almost completed the transition from a first to a primary school. Years 4 and 5 have already been added and next year the school will have its full complement of pupils to Year 6. The school has managed the change well.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils do well. The quality of the provision has some very good and outstanding features such as the excellent relationships seen in school, however, there are some aspects of the curriculum that need further improvement. The school is in a strong position to become a very successful primary school. Standards in English, mathematics and science, by the time pupils leave the school, are high. The quality of teaching is good overall, with very good teaching in the nursery and reception. The school is very well led by the headteacher, and the recently appointed deputy headteacher has made a very good impact on the standards seen in Key Stage 2. The governing body supports and monitors the work of the school very effectively. Pupils' very good attitudes and behaviour mean that they can benefit well from what the school provides. The school gives good value for money.

What the school does well

- Standards of work in Year 5 are well above those expected in the core subjects of English, mathematics and science.
- The school is very well led by the headteacher who has moved the school on from a first to a primary school very well.
- The quality of teaching is good overall, very good in the nursery and reception class, so that children get a very good start to their education, and is also very good in Year 5.
- The school's very good provision for pupils' spiritual, social and moral development helps pupils to have very good attitudes to their work, behave very well and make very good progress in their personal development.
- The school supports pupils very well. It has a very good partnership with the parents, who hold the school in high regard.
- The school has established an ethos in which all members of the school community are valued. All are committed to help pupils to do well.

What could be improved

- Standards, in and the co-ordination of, the foundation subjects.
- The breadth and balance of the curriculum in information and communication technology (ICT).

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 December 1997. Comparisons with the last inspection are difficult to make because the school has changed from a first school to a primary school. However, the first issue identified by the last inspection asked the school to complete and implement schemes of work for all subjects, and this has been done. The school was asked to keep parents informed of the changes

taking place in school and the information sent to parents about this and other issues has improved. The school budget is now in balance, as the management has worked hard to address the deficit that was seen in 1997. Other improvements noted are: the quality of teaching and learning, attendance and the provision for pupils' spiritual, moral, social and cultural development. Some aspects of the curriculum remain unsatisfactory because co-ordinators are not in place. Nevertheless, the management of the school is good overall and the school is well placed to make further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

These grades show that, compared with all schools, standards in reading were well above the national average and in writing and mathematics standards were even better, being in the top five per cent in the country. The present Year 2 pupils are working at standards above the national expectation but are not expected to reach the very high standards achieved by the able 2002 group. The pupils in the oldest year group, Year 5, are achieving high standards in the core subjects of English, mathematics and science. They are expected to achieve well above the national average when they take the national tests at the end of Key Stage 2 in Year 6. The progress made by pupils with English as an additional language is in line with that made by other pupils and good progress is therefore made in English, mathematics and science. Standards in physical education, throughout the school, are above the national expectation; in art and design, design and technology, history and music they are in line with the national expectations, and in ICT and geography, they are below the national expectations. However, standards in ICT are improving rapidly as a result of the new computer suite, the appointment of a new co-ordinator and the increased opportunities pupils have to experience the subject across the school.

In the Foundation Stage, children make good progress overall across all aspects of their learning, and standards by the end of the reception year are above the national expectation. The vast majority of children should meet the expected standards, with a significant number exceeding them.

Pupils with special educational needs, throughout the school, are well supported and make good progress in relation to the areas identified for their improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and enjoy their lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school.
Personal development and relationships	Relationships throughout the school are excellent. Pupils feel that the school is doing its best for them and respond well. This helps them to make good progress in their personal development. Relationships between the various ethnic groups are particularly good.

Attendance	Attendance levels are good, they are above the national average.
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The excellent relationships in the school underpin the good progress made and the very good attitudes of pupils to their work.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Very 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 quality is judged by lesson observations during the inspection and the scrutiny of pupils' work. Most of the teaching was good or better with the best teaching being seen in the nursery, the reception class and in the Year 5 class.

In the best lessons, planning is very thorough and teachers have high expectations, both of pupils' standards of work and their behaviour in class. There are excellent relationships between teachers and support staff and pupils throughout the school, and this, linked to the pupils' very good attitudes to their work, means there is a good learning atmosphere. Consequently, in the core subjects, pupils make good progress, with literacy and numeracy being taught particularly well. In English, mathematics and science, work is very well matched to pupils' needs and this is an important reason why pupils learn well. Teaching in the nursery and reception class is particularly strong because of the ability of the teachers to challenge the children to explain clearly what they are doing and why they are doing it.

The least successful teaching is characterised by inappropriate planning to meet the needs of some groups of pupils. This leads to these pupils in a few lessons not making the good progress achieved by the majority. In a mathematics lesson, for example, the pace of the lesson was not brisk enough and, therefore, the most able pupils were not sufficiently well challenged.

Pupils with special educational needs are taught well throughout the school as a result of class teachers usually being well aware of the pupils' individual targets and adapting the work to meet their specific needs. Pupils with English as an additional language are also taught well, with good support in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for the core subjects; satisfactory for all the foundation subjects, except ICT and geography. The curriculum is enriched by a good range of visits and visitors.
Provision for pupils with special educational needs	Good. Individual targets are produced quickly after a problem is identified and these targets are frequently reviewed.
Provision for pupils with English as an additional language	Good. There is good support for these pupils in class and they make good progress from their starting point.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The very good provision for pupils' spiritual, social and moral development makes a significant contribution to their very good attitudes and behaviour.
How well the school cares for its pupils	The school cares for its pupils very well. The excellent relationships seen in school mean that teachers know pupils very well and, therefore, encourage personal as well as academic development. Assessment of

	pupils in the foundation subjects is an area the school needs to develop.
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The school works very well with the pupils' parents and they have a high regard for the work which the school does to help their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has led the school very well as it has changed in character. She manages the school well. The recently appointed deputy headteacher has already made a big impact on the work of the school. She and the headteacher make a strong team with complementary skills. However, because the focus for school improvement has been on English, mathematics and science, and the fact that much time has been spent on managing the change in the type of school, the role of the co-ordinators in many subjects has been neglected and is unsatisfactory overall.
How well the governors fulfil their responsibilities	Governors fulfill their responsibilities very well. They are involved in many aspects of school life and bring many skills to their roles. Although significant improvements have been made in the teaching of ICT, this still does not yet meet statutory requirements fully.
The school's evaluation of its performance	In English and mathematics, the school evaluates its performance well. Evaluation of standards in other subjects is unsatisfactory.
The strategic use of resources	Resources are used well. The principles of best value are well understood and acted upon.

The demands of the curriculum are matched by the numbers of teachers and support staff employed by the school. The accommodation gives adequate space for what is being taught and there are generally good resources provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school • They feel their children are making good progress and the school has high expectations of what pupils should achieve • They feel that their children are taught very well and they are kept well informed about how their children are doing • They feel that the school is very well led and that it is easy to get information or sort out problems • They feel that their children behave very well and have very good attitudes to their work 	<ul style="list-style-type: none"> • Some parents feel that their children get too much, or, too little, homework • About a quarter of parents thought there should be more activities available after school

The inspection team agrees with all the positive views of parents. There is a good, and effective, programme for homework. There is a good range of clubs after school, but most include an additional cost to parents. This may mean that fewer pupils benefit from these clubs than seen in many primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The national test results are used to make comparisons with schools nationally and with similar schools. 'Similar schools' are those identified as having a similar number of pupils entitled to free school meals. Because this school was a first school, the last national tests were taken by pupils in Year 2.
2. The 2002 tests showed that pupils' overall results, compared with schools nationally, were well above average in reading, writing and mathematics. The results for writing and mathematics were in the top five per cent in the country. The present Year 2 pupils are working at standards above the national average but are not expected to reach the very high standards achieved by the 2002 year group because of the higher number of pupils with special educational needs. The results in reading and mathematics were well above those recorded in the 2001 tests. The 2001 group of pupils, who are now in Year 4, are currently working at a standard much nearer to the national expectations than they were when they were in Year 2.
3. The school is developing into a primary school, so that next year it will have pupils who will take the national tests at the end of Key Stage 2. Standards of pupils' achievement in Key Stage 2 are based on observations of pupils' work and lesson observations. In English, mathematics and science, the work seen by the oldest pupils in the school, Year 5, was well above the standards expected. So the standards reached at the end of Key Stage 1 are being maintained. Achievement and progress overall is good in English, mathematics and science.
4. In ICT, although standards are below that expected nationally, the computer suite is making a big impact on the progress pupils are making. This means that pupils, who do not yet meet the standards expected by the National Curriculum, look set to reach these standards very soon. The improvements are mainly due to the development of the ICT suite, the appointment of the new co-ordinator and the increased opportunities for pupils to carry out ICT related activities.
5. Standards in physical education, overall, are above the national expectations. These above average standards were seen in a range of activities throughout the school, such as gymnastics in Year 1, swimming in Year 4 and in hockey skills in Year 4 and Year 5. In art and design, design and technology, history and music, standards are in line with the national expectations and in geography they are below.
6. Pupils with special educational needs make good progress. This is indicated in the targets in their individual education plans that relate to literacy, mathematics and behaviour. Pupils with very complex learning difficulties are included well in class activities and make significant progress in this respect. Plans are monitored regularly and show that the partnership between teachers, support staff and parents contributes much to pupils' achievement. Pupils who speak English as an additional language also make good progress in their English language acquisition from the level at which they begin.
7. Standards in the Foundation Stage are above the national expectations across all aspects of pupils' learning: personal, social and emotional development; communication, language and literacy; mathematical, knowledge and understanding

of the world; physical; and creative. Overall, the vast majority of children should meet the expected standards, with a significant number exceeding these standards.

Pupils' attitudes, values and personal development

8. Pupils show very good attitudes towards their school and appreciate what it offers. Their behaviour is very good. Relationships are excellent and make for very good personal development. These outcomes are at least as good as at the time of the previous inspection. The overall standard of attendance, previously satisfactory, is now good.
9. Pupils enjoy their school very much. They find their lessons interesting and are quick to name favourite subjects. They like and respect their teachers, and praise the happy atmosphere which characterises the school. Pupils are excited about the increased opportunities now being provided through the new computer suite.
10. Pupils' attitudes towards their learning are generally very good. The vast majority are keen to listen. They try hard. Most concentrate well for long periods. From the nursery onwards, most pupils are very willing to participate and many for example express themselves fluently, when for example asking or answering questions. They enjoy co-operating together. In a physical education lesson, reception class pupils were seen to readily take turns without fuss. In a Year 2 literacy lesson, pupils were observed to be full of ideas to develop a story ending. By Year 4, pupils discuss together well, even in groups not directly supervised. Many pupils take advantage of the activities made available by the school outside lesson times.
11. Pupils' behaviour is rarely less than good, and is often very good. A few individuals find self-control difficult and are apt to become over-excited but the progress of learning is only minimally affected. Personal and school property is very well respected. Playtimes are happy. The lunch-break is socially relaxed in the hall but with some vigorous games play outside. Overall, the pleasant and orderly atmosphere prevailing throughout the school day is very conducive to good learning. Pupils report that bullying is not really experienced. The school's exclusion record is excellent. The school carries a public reputation for very good behaviour.
12. Pupils' personal development is very good because of the strong spiritual ethos of the school, the encouragement of pupils' confidence and participation, and the provision of stimulating experiences, all underpinned by excellent relationships. Most pupils readily absorb a very good understanding of the impact of their actions on others. They are tolerant in their attitudes. They relate very well to each other and to adults, with whom they are respectful but curious. The empathy created in the school leads to spontaneous acts of kindness, such as reception pupils taking very great care of a pupil at an early stage of learning English. Pupils regularly support charities, and some individuals take particular initiatives in this respect. Year 5 pupils often show mature appreciation in discussion and a lively interest in broadening their knowledge. Two older pupils represent the school on the local schools' area council. They discuss matters in their class and canvass opinions in the playground. Pupils are very capable of taking on further responsibility and development through experience of a greater range of citizenship roles round the school.
13. Pupils' attendance is good with few late arrivals. Unauthorised absence is higher than would normally be expected, though not above the national average. This is because the school pursues its attendance policy meticulously, treating any term-time holiday absences beyond the period of one week as being unauthorised.

14. Most pupils with special educational needs have positive attitudes to their learning. The strong ethos in the school ensures that all are accepted and valued by staff. Respect for each other, and for pupils who experience problems with regard to learning or behaviour, is fostered. All pupils receive the attention they need and those with social and behavioural difficulties are being helped to conform to the school's expectations. The high level of respect that all pupils show for each other provides many pupils with greater confidence in tackling tasks that are difficult for them.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning overall is good. This is one of the reasons why pupils make good progress and achieve high standards in the core subjects of English, mathematics and science. The quality of teaching is particularly strong in the morning nursery class, the reception class and for the oldest pupils in Year 5. This is because children and pupils in these classes are challenged to explain what they are doing and why they are doing it.
16. During the inspection, teaching was judged to be satisfactory or better in 98 per cent of lessons. Eighty per cent of lessons were good or better, with a third of the 49 lessons observed judged to be very good and four lessons (eight per cent) judged to be excellent.
17. A consistent theme in the best lessons is the very good class management and the excellent relationships between teachers and support staff and pupils. Pupils are quite clear about what they are to do and how they are to behave. Many lessons are delivered in an imaginative way, which captures pupils' attention and enables them to learn effectively. Lessons in literacy and numeracy are taught well, with the planning for the national strategies providing a good framework for the work to be done. There is a particularly good example of this in Year 5, where the teacher provides very perceptive comments giving encouragement to the pupils, but also clearly identifies the next steps in how the pupils can improve further. In numeracy lessons, teachers are keen for pupils to do mental calculations on a regular basis, and ask challenging open-ended questions. Teachers clearly share the learning objectives with the pupils at the start of lessons and then return to them at the end, so that the pupils can see for themselves how well they have achieved.
18. In the weakest lessons, the main area for improvement is the planning, which does not always meet the needs of some groups of pupils in particular lessons. This often leads to groups of pupils, whether higher attainers or those with special educational needs, not making the good progress achieved by the majority. In one numeracy lesson observed, the teacher did not set a brisk enough pace and the most able pupils were not sufficiently well challenged. In some history lessons, teachers use worksheets that are not challenging enough for the most able and require little thought or interpretation.
19. Pupils who have special educational needs are taught well. Classroom teachers are aware of pupils' individual targets and lesson planning usually identifies how tasks might be adapted for lower attaining pupils and those with specific special educational needs. Teachers' sensitivity to pupils' needs are matched by an appropriate level of demand. Where appropriate, specialist advice from outside agencies is acted upon and incorporated into daily practice. Good support from skilled and trained teaching assistants guarantees a high degree of sensitivity in dealing with these pupils. Good communication between all staff ensures that assistants are well briefed about how to respond to individual pupils.

20. In the same way, pupils with English as an additional language have their needs met well. They are given work which is appropriate for them and they make good progress.

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

21. The quality and range of the curriculum for the children in the Foundation Stage is good. The range of learning opportunities for pupils in Years 1 to 5 is satisfactory, but the quality varies from being very good in English, mathematics and science, satisfactory in history, art and design, music, design and technology and physical education to unsatisfactory in ICT and geography. However, the school is providing its pupils with a broad and relevant curriculum, which meets the statutory curriculum requirements, including provision of religious education. In addition, there is a regular personal, social and health education programme, with an increasing emphasis on citizenship. The curriculum is further enriched by visits made out of school, for example to Fishbourne Palace in connection with a history topic, and by two residential visits for Year 3 and Year 5 pupils. The school makes very good use of outside groups coming into school and individual visitors, such as authors and poets, who make a major contribution to pupils' appreciation of literature. Importance is placed on establishing a clear dialogue between home and school. Parents are informed each term of the programme of work and homework is set regularly to the objectives circulated to parents. The schedule for homework is clear, not over-burdensome, and builds up over the period pupils are in school. Homework is having a very strong impact on learning and is one reason why pupils read so well.
22. There has been a good improvement in curriculum provision since the last inspection. The National Curriculum requirements are fully covered in music and design and technology and schemes of work are in place for all subjects. However, the issue of curriculum time, especially for geography, history, art and design and design and technology, has still to be satisfactorily resolved. Monitoring of the effectiveness of the schemes of work is not sufficiently rigorous, except in English and mathematics. This is as a consequence of the lack of curriculum co-ordinators with an agreed role of monitoring, assessing and evaluating their curriculum area in the foundation subjects. Because this information is not readily available, curriculum planning and priorities for future learning, in subjects other than English, mathematics and science, are largely absent, although in the school improvement plan; the requirements in ICT, games and art and design are due to be reviewed.
23. The school has responded well to the implementation of the National Strategies for Literacy and Numeracy and this has aided the continuance of high standards in English and mathematics. Pupils are set individual targets for improvement in English and mathematics and these provide pupils with a good focus for their future work. The ICT curriculum is now improving with the provision of the ICT suite and by staff training. An important feature of the curriculum in English, mathematics, science and ICT is its cross-curricular emphasis, with ICT being used well to aid mathematics and geography learning. There are positive links in English and science and, in the latter, pupils are taught the importance of accurate observation and recording.
24. The provision for pupils with special educational needs is good and these pupils make good progress. Pupils requiring language support are given extra tuition through the early language support programme resulting in these pupils making good progress in overcoming their difficulties. The school also makes good provision for the few pupils with English as an additional language who are at an early stage of language acquisition. Dual language books are provided and these pupils are given individual

help by the learning support assistants. The school strives to give all pupils equal opportunity and to be fully inclusive.

25. Provision for personal, social and health education is in place and it is good. Further developments are to take place, when the school has a Year 6 class, with provision for sex education. Group time, known as 'circle time', is used to explore relationships and increase self-esteem. It is a time when all pupils are expected to make a contribution and to talk openly about their feelings in a range of topics. This time is used effectively, especially to promote inclusion.
26. There are a number of extra-curricular activities, but the majority are provided by outside agencies and there is a charge for these. The school makes considerable efforts to make sure that no pupil is excluded by virtue of financial hardship. These arrangements are to be reviewed further. Four clubs are provided free of charge. These are run by the headteacher and deputy headteacher and are very popular. An orienteering club is to be started shortly. Included in the range of extra-curricular activities are the residential visits, day visits and visitors to the school. The school makes good use of its location and the expertise of people in the area. A particular success in this has been the annual book week.
27. There is a good contribution made by the local community, with the strong connection with the local church having a significant impact on pupils' learning and personal development. Local artists are used and parents who are professional musicians play regularly to the pupils. Partnership with other local schools is developing well, a recent initiative being to establish links in physical education with the local high school. Sponsorship and advice through the Merton Education Business Partnership has aided curriculum development in a number of areas.
28. The school recognises that, as it moves from being a first school to a primary school, curriculum liaison between partner institutions has a growing importance. The governors are very aware of this and are keeping a careful eye on the development of the curriculum, especially in Years 5 and 6.
29. Overall, the school makes very good arrangements for personal development. Provision for pupils' spiritual, moral and social development is very good and cultural development is promoted effectively.
30. Spiritual development is an important essence of what the school does well. All teachers encourage pupils to explore feelings, emotions, values and beliefs, and the way these affect human lives. The school community as a whole expresses warmth and consideration, inclusion and respect. This is significantly helped by the practical interest shown by many members of the church. The use of poetry, and practise in writing it, is common within the school. Wind chimes hang near the round tables in the covered outdoor reception 'cafe'. Assemblies are meaningful; they often include pauses for reflection and thanks, and pupils respond with sensitivity. Pupils very much enjoyed the surprise moment in an assembly when the headteacher displayed a tennis ball 'seed' with a tree sprouting from it! Similar moments of delighted surprise were seen across lessons in several different subjects. Fuller use of computers is readily adding such impetus to learning, but the school is always concerned to seek out and provide quality experiences. For example, Year 4 pupils are currently receiving a weekly series of lessons on the subject of masks from a design and artist team connected to the school. In the sprightly lesson observed, a gasp of astonishment ran round the class as the sudden realisation dawned that the strange long-jawed mask being demonstrated was directly identifiable with the Egyptian jackal-headed god Anubis, whom they knew and had pictured in their history studies.

Later it is planned that the class, their teachers and demonstrators, all visit the British Museum together and see the very artefacts themselves.

31. Moral and social development is correspondingly very good. Circle time sessions, sharing perceptions and promoting an enhanced sense of confidence and identity, take place in every class. From their first entry, pupils are encouraged to uphold the moral and social standards expected of them, and which they enjoy. Teachers seek and value pupils' opinions, building from them with a clear sense of right and wrong. The school promotes kindness very well. Its virtue, with a telling contrast with unkindness, was seen portrayed by the adult characters in a history film shown to Year 2 about the consequences of evacuation in the Second World War. As part of their responsibilities, pupils know that they should look out for and befriend anyone who seems to be lonely in the playground. Most pupils are increasingly confident and glad to offer themselves in helping the school to run well and happily.
32. Provision for cultural development is good. In addition to an appreciation of a wide range of cultures through National Curriculum subjects such as English, history, art and design and design and technology, pupils receive good enrichments from visiting writers and performance artists. Extra-curricular visits are of good quality, taking in venues like Richmond Park, Fishbourne Palace, Hever Park, Hampton Court, the New Barn Field Center and Ironbridge. The school recognises the value of pupils and their families drawn from a variety of cultures in raising the awareness of the whole school to different traditions in a multicultural society.
33. Provision for pupils with special educational needs is good and offers access to the full National Curriculum. In addition, pupils have well-focused and relevant support in areas where they experience difficulties. Support for individual pupils with the most complex needs is consistently good and frequently very good. Pupils have appropriate targets in their individual education plans (IEPs), which are reviewed and updated regularly. Class teachers take responsibility for writing IEPs in consultation with the special educational needs co-ordinator. Targets are precise and pupils' progress against them is easily assessed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Overall, the school provides a good standard of care for all its pupils. Its pastoral care, in matters such as supporting pupils' personal development and encouraging good behaviour and attendance, is very good. These features have shown improvement since the previous inspection. Support for academic progress, however, is less good than it should be. The arrangements for assessment of pupils' work in the foundation subjects, and using this information progressively to guide curricular planning, have not been extended significantly and continue to be a feature to be developed. Procedures for ensuring pupils' general welfare in and around the school are good.
35. The school supports and monitors pupils' personal development very well. This starts in the nursery and is particularly well sustained throughout the Foundation Stage. From the earliest years, pupils are encouraged to contribute, to settle into good learning habits, to explore, and to enjoy the pleasures of sharing together. Older pupils are often challenged to think in relation to their work, and to bring consideration for others, based on Christian principles, into their attitudes. Expectations are high. Staff provide very good role models of friendly commitment and care. They know their pupils very well. The spirit of the school is thus strongly inclusive and purposeful, providing a very good basis for personal development.
36. Good behaviour is accordingly promoted and managed very well. Simple, clear rules exist to which reference can be made when occasionally necessary, but the

pervading ethos of respect and pleasure in school activities is sufficiently strong enough not to need support by a system of incentives. The consistency achieved is extremely good, and, consequently, unkind or oppressive behaviour is almost completely eliminated.

37. Good attendance is now being promoted and managed very well. A few years ago the school's attendance was beginning to slide to well below the national average. Strong measures were taken to alert parents to the key need for consistency. Consequently, holidays in term time are now strongly discouraged, may require individual sanction by a member of the governing body, and all such absences beyond one week are deemed to be unauthorised. Reasons for absence are chased up systematically. Lateness is scrutinised rigorously. When necessary, the school liaises with the educational welfare service to effect improvement. Most parents have been very supportive of the school's drive. As a result, attendance improved by no fewer than four percentage points within one year. It now exceeds the national average, and educational benefits are apparent.
38. Provision for the general welfare of pupils is good. The designated person for child protection keeps up to date with training, and the awareness of staff is regularly maintained. Volunteers within school receive written guidance about what to do should any disclosures be made. The school's health and safety policy has been recently updated and responsibilities are clear. First-aid procedures are satisfactory. Immediate action is taken concerning any seriously adverse outcomes in risk assessment. The premises committee of the governing body provides good direction in maintaining an overall high standard of access, safety, aesthetics and cleanliness in and around the school.
39. Children's attainment and stage of development are assessed accurately on entry to the school. Continuing assessment in English and mathematics is good, and in science it is satisfactory. Overall, however, in the foundation subjects, it is unsatisfactory.
40. The school emphasises the importance of regular assessments in English and mathematics in order to closely monitor pupil performance in these subjects. These assessments are well carried out and are aided by the quality of record keeping on the progress of each pupil as entered in the individual pupil profiles.
41. It is in the foundation subjects of art and design, design and technology, geography, history, physical education and music that little assessment of pupils' progress is made. The school is aware of the need to develop systems in these subjects as it moves towards being a full nursery and primary school with Year 6 pupils. Developments are taking place in establishing an assessment system for ICT; this is designed to give valuable information on the programmes and the acquisition of skills by pupils. Further strengthening of assessments is planned through the introduction of optional national tests in English, mathematics and science in Years 3, 4 and 5. A summative reading record has been recently introduced which gives information on the progress of individuals. Results of the national tests have been analysed carefully and this guides some curricular planning in English, which has resulted in the introduction of the Additional Early Literacy Strategy, and the teachers reporting this to be especially effective.
42. In lessons, teachers do not always assess what pupils know, can do and understand. There is no marking policy and this has led to a considerable degree of inconsistency. In the best practice, for example in Year 5, informative comments are made on pupils' work with pointers given for improvements. These also inform the targets which are

set for individual pupils. While it is understandable that detailed comments on work are inappropriate for young pupils, there are times when just a 'tick' or 'well done' is insufficient and does not give pupils further help in how they might improve their work.

43. Assessment and monitoring procedures for special educational needs pupils are good and the information is used well to target pupils who need specific support. The school places significant emphasis on early identification of pupils' needs and early intervention and support. This means that, frequently, pupils who have been given a programme of support make enough progress to be able to cope independently.
44. Records on individuals with a statement of special educational needs are detailed and informative, giving a good overview of their progress over time. The school liaises very effectively with staff from a wide range of specialist support agencies, both within and outside the local authority. A high level of care and commitment is evident in the way that all adults work together to support these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Partnership with parents has improved markedly since the previous inspection and is now very good. Parents and carers have a very high opinion of the school and contribute very well to its work and ethos.
46. The school has a very good reputation. The response to the inspection questionnaire has been noticeably more positive than at the time of the last inspection. More parents and carers replied and were very supportive of most aspects of the school. They 'strongly agreed' that this was the case in the majority of their responses. Almost without exception, parents report that their children like the school. They think the pupils are expected to work hard, are taught well and make good progress. Behaviour is good. Most parents feel that the school is readily approachable and friendly, and that it works closely with parents.
47. About one parent in four, however, does not feel that a sufficient range of activities is provided outside lessons. One parent in seven is not satisfied as regards the homework arrangements. The inspection team does not agree with these minority opinions. The school provides a generally good range of extra-curricular activities, although in many cases monetary payment is required. Homework is set generally in accordance with the school's clear and structured homework policy, and on this basis the provision made is good.
48. Parents and carers receive a good standard of information. This has improved since the previous inspection. The prospectus is substantial, and the annual report of the governing body is very informative and lively, giving a good feel for the school. A stimulating prospectus is also issued by the nursery. Quite frequent newsletters keep parents abreast of dates and events, and the noticeboards in both the main school and nursery are well stocked. The parent teacher association also issues its own attractive newsletter. The school has successfully increased its efforts to consult parents and explain changes. Several such meetings have been held during the last twelve months. Annual general meetings, for instance, are well attended, and the opportunity is very well utilised to sound out parental opinions within small discussion groups.
49. As regards what pupils learn, and their progress, the school has made good improvements. Teachers for each year group now issue termly guidance as to what is to be covered in each subject. For mathematics, a target sheet refines this and

indicates a target to be reached by the end of the year. Parents' evenings are held every term. Progress is discussed in the spring and the academic report can be reviewed in the summer. The standard of written reporting is generally good, with much detailed information relating to what each pupil is achieving. Comments on how improvements might be made are not frequent, however. Attainment levels are not normally indicated. Parents of pupils with statements of special educational needs are kept appropriately consulted and informed.

50. Parents and carers make a very good impact on the work of the school. Most support their children very well. The home-school reading records, for instance, are extensively used, and the quality of dialogue between parent and teacher is much better than that commonly seen elsewhere. Parents and other members of the church community help in many ways. Some volunteer to help with hearing readers, for example. Some assist in extra-curricular activities, or give of their wide-ranging professional expertise in enriching the curriculum, as was observed during the inspection week. The parent teacher association is very active. Its social activities add much to the communal warmth which the school enjoys. Through fundraising, substantial moneys have been made available to benefit pupils' learning directly, most notably in defraying half the cost of the new computer suite. Not least, the governing body of the school is greatly strengthened by the dedication and professionalism of several serving parents. The enthusiasm is such that the election for parent governor is widely contested.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school is well led by the headteacher who has managed the move from a first to a primary school very well. The school has experienced much disturbance during the last few years because of the change in the character at the school and has coped with this well.
52. The recently appointed deputy headteacher has made a very good contribution to the development of the school to become a primary school. She has given the lead in what should be done in Key Stage 2 and has helped other staff who were not familiar with these age groups.
53. The school development plan is an effective document because school staff and governors have been involved in its formation. It effectively identifies the priorities for the school to improve further.
54. The governing body is highly effective. Governors are very supportive of the school and are aware of, and fulfil, their responsibilities very well. They bring a wide range of expertise which benefits the school very well. The chair of governors is heavily involved in many aspects of school life and gives excellent support to the headteacher. Governors have thought carefully about how the school should move from a first to a primary school, and have planned the move well.
55. The co-ordinators of the core subjects manage their subjects very well. However, because of the time spent in the move to a primary school, the role of co-ordinators of the other subjects has been neglected. There are several subjects that do not have co-ordinators, namely art and design, design and technology, geography, history and physical education, and overall the management of these subjects is unsatisfactory. As a result, the procedures for monitoring and evaluating the standards achieved are also unsatisfactory, and standards in subjects such as geography are adversely affected.

56. The special educational needs co-ordinator manages the provision well for pupils with special educational needs. Records are kept effectively and appropriate individual education plans are shared with all concerned. The provision for pupils with statements of special educational needs is well informed and appropriate to meet their needs.
57. Performance management is well established in the school, and the targets identified for all staff make a good impact on the standards pupils achieve.
58. Finances are well managed by the school administration on a day-to-day basis and are expertly monitored by the highly experienced governors who are members of the finance committee. The principles of best value are well understood and acted upon, for example services provided by the local education authority are compared with private firms.
59. There is a satisfactory number of teaching and support staff to meet the needs of the pupils and to teach the curriculum. Foundation Stage staff are well qualified and the team works together very effectively. A good number of support staff make a significant contribution to pupils' learning and the progress they make. In the last two years, there has been a high turnover of teaching staff, although there is a core of long-serving teachers. Not all foundation subjects have a designated leader and this has a negative impact on the planning, management, organisation and monitoring of the curriculum and of the standards achieved in those subjects. This is a similar picture to that found at the last inspection.
60. The school's accommodation is broadly satisfactory. Some areas, such as that for the reception class, are cramped. The school lacks space for a discrete library where pupils could practise retrieval and research skills. Outdoor sports are played on an adjoining playing field lent by another school. Hard play areas are sufficient, attractive and improved by a good range of equipment. The interior of the school is modern, bright and clean, and the new computer suite forms a significant addition to the generally stimulating learning environment. Examples of pupils' work are extensively displayed to good effect.
61. The quality of learning resources has improved since the last inspection when they were judged satisfactory. Many subjects now have good resources that contribute to pupils' good learning. The deficiencies in small apparatus for physical education and in tools for design and technology have been rectified. The resources for ICT are now very good with networked computers in the recently established ICT suite, and additional computers grouped together near the Year 5 classroom. As a result of regular access to good quality ICT resources, the pupils are making rapid progress, although standards remain below those expected. The very good number and range of books make a significant contribution to pupils' reading standards. Resources for geography are unsatisfactory with few maps, atlases or basic text books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further improve the school the governors, headteacher and staff should:-

- (1) Raise standards in the foundation subjects, through the appointment of subject co-ordinators for all subjects and to enable them to monitor standards in their subjects, in particular the monitoring and assessment of progress.
(paragraphs: 5, 22, 113, 117, 122, 128, 137, 143)
- (2) Improve the breadth and balance of ICT to ensure it meets all the requirements of the National Curriculum.
(paragraphs: 4, 129, 130, 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	16	19	9	1	0	0
Percentage	8	33	39	18	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 two percentage points

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)	27	227
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	30

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	16	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	16	16	16
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	100 (79)	100 (90)	100 (79)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	23	24
	Girls	15	15	16
	Total	39	38	40
Percentage of pupils at NC level 2 or above	School	98 (90)	95 (82)	100 (92)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
109	0	0
0	0	0
7	0	0
2	0	0
1	0	0
2	0	0
10	0	0
4	0	0
2	0	0
0	0	0
6	0	0
3	0	0
3	0	0
1	0	0
0	0	0
11	0	0

No ethnic group recorded

3

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 – Y5

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y5

Total number of education support staff	10
Total aggregate hours worked per week	117

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13.1

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	6.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	491,827
Total expenditure	446,748
Expenditure per pupil	2,234
Balance brought forward from previous year	12,215-
Balance carried forward to next year	40,598

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	1	0	1
My child is making good progress in school.	54	41	3	0	2
Behaviour in the school is good.	68	26	1	2	2
My child gets the right amount of work to do at home.	34	37	11	4	13
The teaching is good.	63	29	3	1	4
I am kept well informed about how my child is getting on.	53	35	7	4	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	3	2	0
The school expects my child to work hard and achieve his or her best.	59	33	2	0	5
The school works closely with parents.	55	35	2	4	3
The school is well led and managed.	68	24	2	4	1
The school is helping my child become mature and responsible.	69	22	2	0	7
The school provides an interesting range of activities outside lessons.	15	40	21	5	19

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

62. The good provision reported at the time of the last inspection has been developed further and is now very good. National changes to the curriculum and to the organisation of education for children of this age have been embraced fully. The quality of teaching and learning is very good and children achieve well. The school has plans to develop the building so that it lends itself more readily to housing a foundation unit. At present, the two areas are separate, but this does not cause a barrier to good continuous education for children because staff work very well together to ensure that there is a smooth transition from nursery to reception. Staff plan together where appropriate and so nursery staff can prepare children well for their induction into the reception class.
63. The children are admitted to the nursery after their third birthday and there are currently 52 children on roll, who attend part time for either the morning or afternoon session. They are admitted three times a year, in September, January and April. There are two intakes a year into reception – in September and January when older nursery children transfer. There is a wide range of ability among the children who start nursery but overall attainment is above average. Many more begin with a good level of linguistic and social skills than those who do not. A few of the children do not speak English as their first language and are in the early stages of learning English. Across the Foundation Stage children achieve well in all areas of learning. They make significant progress in their personal, social and emotional development and good progress in all other areas of learning. The vast majority of children are on course to meet the early learning goals in all areas of learning by the end of the reception year. A significant proportion is likely to exceed expectations. Children enter Year 1 with a good range of skills and very good attitudes to learning and to the school that is underpinned by very good relationships.
64. Provision for children in the Foundation Stage is very good. Very good planning ensures that the children have a rich experience of activities that are based on the early learning goals. Teaching is very good, but more consistently so in the reception class than in the nursery. Weekly planning is very detailed in both classes. Learning intentions are identified for each area of learning, and match closely the planned activities which are carefully integrated to give children a coherent learning experience. Planning makes a good distinction between those activities that are led by adults and those that will be chosen and initiated by children. There is an awareness of how activities need to be adapted for children of different ages, abilities and experience. All adults work together effectively. Everyone knows their role and is aware of the good contribution they make to children's early learning. Relationships are very good, and there is always a high level of interaction between adults and children. Children are managed very well and given clear expectations about the way they should behave.
65. There are good systems for assessing children's skills, knowledge and understanding, although they are slightly different in the two classes and there is a need to adapt them slightly to meet the latest statutory requirements for assessment at the end of the reception year. The nursery profiles provide a detailed record of each child's progress, with a good blend of specific, focused observations and notes on children's developing competencies. The verbatim recording of some of the conversations children have gives a strong flavour of the development of children's

linguistic skills. In reception, the nursery nurse often makes observations of children's contributions and behaviour during whole-group sessions.

66. Staff monitor the activities children undertake on a daily and weekly basis to ensure that a balance is maintained. In reception, the records of the children's reading activities are detailed and assessment of their reading skills is good. The written dialogue between the reception teacher and parents in the home reading books is of an unusually high quality. Parents frequently respond in kind and this signals to children the importance of establishing these early habits which form a very good foundation for later life and the expectation to complete homework.
67. The Foundation Stage co-ordinator gives a good lead for the work of the staff. Monitoring is informal but works well because it is founded on the trusting relationships that staff enjoy with each other. The Foundation Stage development plan identifies appropriate issues and actions. Staffing levels are adequate but not generous and staff are frequently reliant on volunteers to support groups of children with a specific activity. The nursery is spacious with its own dedicated play space, and is well organised into areas for a variety of interesting and stimulating activities. The reception room is too small for the number of children and its open-plan nature sometimes restricts the kind of activities that can be organised; children are frequently reminded of the need to consider the Year 1 children who work in close proximity. However, the space is well organised to provide an environment in which resources are easily found and readily available for the children. Storage facilities are limited. Access to outdoor play is constrained by the nature of the site, but the staff in reception make good use of the area available as well as the facilities in the hall.

Personal, social and emotional development

68. Although many children are ready for nursery, several find it difficult to leave their parents. The staff are very caring and supportive and ensure that the children settle quickly to the expectations of school life. The adults are very good role models in their relationships with each other and so the children too are sensitive to the needs of others. Staff provide a warm and welcoming environment with consistent routines and so children settle quickly and grow in confidence. By the time they are in reception, the children are confident to look after others who may feel unsure; they take them by the hand and lead them to activities with a good level of self-assurance. The older children provide a good model of behaviour for those who join reception in January. They soon become acclimatised to build up their confidence and self-esteem. Staff help the children to take turns, to play together and to share resources. Good behaviour is praised and minor misdemeanours are handled sensitively but firmly so that expectations are clear. As a result, children are very well behaved. Personal development and independence are promoted very well by ensuring that equipment and resources are easily accessible and that children take responsibility for putting away equipment. Most children persevere for an unusually extended period of time at an activity of their own or the teacher's choosing. They work well together, for example, in nursery when role-playing preparing a pasta lunch and in reception when negotiating how to set out the blocks. Very good teaching ensures that all children are on course to reach or exceed the early learning goals by the end of reception. The provision for a wide range of practical activities gives very good opportunities for children to develop their social skills through play. Relationships are of a high order. Children learn to take responsibility for others and carry out routine tidying tasks with enthusiasm and a sense of responsibility.

Communication, language and literacy

69. Standards on entry to the nursery vary. While a few children are reluctant to speak and to communicate with others, many are confident and use a wide range of vocabulary. Very good teaching and a wide range of opportunities for speaking ensure that children who lack confidence are well supported by adults and other children. Those who do not speak English as their first language gradually increase the number of words that they use and the clarity of their speech because of the effectiveness of the teachers' methods that constantly reinforce vocabulary through, for example, repeating simple rhymes and poems in nursery. Staff engage children in talk whenever possible, adapting the tone of their speech to the need of the children. Children in reception are encouraged to retell stories using props and to 'say it in words'.
70. Staff are skilled at reading and telling stories which are brought to life with the use of puppets and props. A very good storytelling session in the nursery used props and musical instruments and so encouraged children's listening skills. The children were spellbound. Parents are encouraged to come into the nursery for a shared reading session each Thursday and many do. They borrow books from the nursery and this establishes a routine for sharing stories regularly that stands children in good stead as they move through the school and become competent readers. Reception children are learning to recognise the title and the author and enjoy talking about pictures in books. Many children are beginning to recognise a few key words and the initial sounds of familiar objects. They predict what will happen next in a story. Most children in the nursery recognise their own names and reception children have a growing awareness of phonics which they use to build up some sounds in words. This is because very good phonics teaching uses their existing knowledge of sounds, for example those in their names, to build up words. Children recognise an increasing range of sounds in words and are beginning to use this knowledge to build up their writing, much of which is recognisable. Children hold pencils confidently and many children are beginning to form letters correctly, for example when writing about the wind chimes they made. Children use the alphabet cards on the tables to help them recognise and write letters. A very good range of activities consistently reinforces the key areas of learning. Teaching is very good, particularly in the reception class, and elements of literacy thread through many other activities to reinforce basic skills. A good proportion of children are already achieving elements of the early learning goals and are likely to exceed them by the end of the year.

Mathematical development

71. Mathematical activities are well planned to be practical in nature in the nursery. A very good session systematically challenged the oldest nursery children to learn about heavy and light objects, first by guessing whether they were heavy or light and then by comparing them using a set of bucket balances. By the end of the session the children could say which object was heavy and which was light 'because that one is up and that one is down'. The children in reception have good spatial awareness that was exemplified by their maps of 'Rosie's walk' around the farm, which was retold in pictures and in the correct sequence. This activity also reinforced key vocabulary of position, such as 'over', 'under' and 'through' and skilfully linked mathematical vocabulary and language development.
72. Counting skills feature prominently in rhymes in both classes. In reception, many children count objects and order numbers to ten, and beyond. Reception children are taught very visually about the pattern created as numbers go down and this is linked well with taking off one each time when singing rhymes. This is extended to taking off two each time. Able children record simple addition sums. Teaching is very good and, although some activities are taught specifically to reinforce mathematical skills, many

are integrated into daily activities. For example, children in nursery role-playing making dinner match the number of plates to the number of people. Children are making good progress in mathematical development, especially in their knowledge and understanding of number and most are likely to meet the expectations by the end of the reception year; many will exceed them.

Knowledge and understanding of the world

73. Very good teaching and a wide range of stimulating and interesting activities foster the children's natural curiosity. Nursery children show good attitudes and interest in activities such as looking carefully at vegetables using a magnifier. The children plant seeds to watch them grow. Children know that the seeds need water and two boys, having watered them, used their initiative and decided that the daffodils might need water too.
74. Children are given regular opportunities to develop their competence in using computers. In reception, most control what happens on the screen by using a mouse or keyboard, for example to draw pictures or to move pictures around the screen. Children use a range of construction materials to make models. Nursery children use a variety of fixings to make their vehicles with wheels from boxes and cartons. They are challenged to make a paper bag to carry home three apples, and many do this well. The significant feature of this activity was the sensitive way in which the nursery nurse prompted the children through questioning that challenged their thinking without intervening with practical help. Children selected materials and methods of fixing and adapted their ideas as they experimented.
75. In both classes, other children's languages are acknowledged and valued through labels in other languages and there are a good number of dual language books. In reception, children are gaining an understanding of time passing through making their own personal timelines using a series of photographs that they sequence.

Physical development

76. Provision is very good. Most children are likely to meet the expectations for their age at the end of the reception year and many will exceed them. Nursery children have regular, daily access to outdoor equipment, in a large space with a good range of equipment. They learn to take turns to use the equipment, such as the tricycles which they steer competently. They climb confidently and use space well. The time spent outdoors is more restricted for reception children but nonetheless adequate. Additional activities in the hall ensure that children's physical development is catered for well. Very good teaching of reception children in the hall ensures that they develop good ideas of joining movements, travel safely, make springy jumps and change patterns of movement. Children are helped to refine and extend their movement. They are aware of the need to handle equipment safely. This safety aspect is constantly reinforced by vigilant adults as children use the equipment in both the nursery and reception play spaces.
77. Activities to develop children's control of pencils, scissors and tools are used often. Frequent cutting, sticking, colouring, construction activities and painting with a cotton bud give the children ample chance to improve their control over small objects. Plenty of opportunities for mark making increase children's dexterity and control over a pencil.

Creative development

78. Most children are on course to meet expectations in this area of learning by the end of reception, and a good proportion will exceed them. Children have very good opportunities to experiment with paint and colour, to make models of their own design and to decorate what they have made in their own way. For example, nursery children print with cut vegetables, experimenting with pattern and colour. A display shows exploration of different textures created when printing, using some of the nursery toys which create different tyre tracks. They use play dough to make familiar objects, such as cakes with lollipop sticks for candles, and experiment with threading leaves and twigs through the nursery fence. A display of shape pictures is reminiscent of 'The Snail' by Matisse. In reception the children's very good observational skills are put to use to produce realistic drawings of a good quality. They use their imagination to create pictures using natural objects such as leaves, twigs and pinecones, under the guidance of a volunteer helper.
79. In role-play areas, children engage in imaginative play with appropriate props and clothes. Adults intervene well to extend these opportunities and to focus on other aspects of learning, such as asking for three lemons in the nursery shop. Children make imaginary telephone calls in the travel agents. Reception children role play policemen with their two-way radios.
80. A very good range of well-planned opportunities combines a balance of directed and free choice activities that support children's creative development. Very good support from adults encourages children to express their own ideas with growing confidence.

ENGLISH

81. Standards in reading and writing continue to be well above average. They are high for writing. In 2001, there was a slight dip in these standards when there was a higher than usual percentage of pupils with special educational needs who took the tests. As the school changes to a full primary school with the pupils currently up to Year 5, these high standards are being maintained. A feature of the English work is its correct use across the curriculum with ICT being used increasingly for wordprocessing and presentation of work.
82. An outcome of the results in 2001, when pupils did less well in reading than seven-year-olds nationally, has been the adoption of a phonics programme which is in place from reception through to Year 2. The headteacher reports that the local education advisory service has also given effective support to the school in raising attainment levels in English. This has resulted in well above average standards, with boys performing overall as well as girls, although boys do not perform as well as girls in writing at the higher Level 3. As part of the school improvement plan, writing standards for Years 3, 4 and 5 are being monitored carefully with work levelled regularly and added to the pupils' profile records.
83. The very good standard of language and communication in the Foundation Stage is being built upon successfully in Years 1 and 2. Pupils in Year 1 are beginning to write simple stories, which they make into a storybook with their own illustrations. There is evidence of pupils having a good ability to recall a story and write events in the correct sequence. They are capable of some lively writing, for example when retelling the story of Goldilocks one pupil built up tension with the sentence, 'Someone else was walking in the woods', after describing how Goldilocks walked to her Grandma's house. Capital letters and full stops were used correctly. Some pupils are not making quite this amount of progress but are, nevertheless, making good progress. A few pupils were unable to write few recognisable words when they entered this class in September but are now writing with a degree of precision, and with a good range of

words. This progress is a result of the clear understanding of the National Literacy Strategy by the teacher who has appropriate expectations of the pupils. An additional factor in the progress made by lower attaining pupils is the regular tuition they are given in early language support, which is helping to build up their awareness of the sounds of letters within words (phonics). The importance of checking what is written to make sure the story makes sense is emphasised. Homework is given to all pupils from Year 1 and this is reinforcing parts of their writing.

84. There are two classes of Year 2 pupils. They follow similar programmes of work but each teacher adapts the programme to meet the needs of pupils in their class. In both classes, pupils make good progress, especially in poetry writing, but spelling is not as secure as it should be, with examples of careless misspelling of words. Handwriting requires attention as pupils continue to form letters incorrectly. When pupils write from direct experience, for example a visit to Richmond Park, their ideas are clearly and cogently expressed in their writing.
85. By the time pupils enter Year 3, they are able to vividly describe story settings, as when a pupil wrote about a stormy night, 'On the road outside, the rain had turned the path into a muddy bog'. Pupils in this year are able to use dictionaries and thesauri with confidence, the result being that spelling is much improved. Handwriting has also improved, especially in handwriting books, but as yet there needs to be more insistence that letter formation is consistent whenever writing takes place. Punctuation is improving steadily. Overall, written language work in this class is of a very good standard with some pupils using exceptional words and expressions for their age. When writing a recipe, some pupils used words such as ciabatta bread, extra virgin olive oil, peppers and avocado. In this activity, pupils were grouped and had to write a recipe for a sandwich, for example for a vegetarian. This was a tightly timed activity and teacher expectation was high. Pupils had to work hard to finish the activity.
86. Year 4 pupils were being taught by two teachers at the time of the inspection. Both teachers are new to the school. Work seen was limited, with no examples of handwriting. Higher attaining pupils continue to make good progress, being able to use apostrophes accurately and correct parts of speech. However, the rest of the class does not make the same progress. Too often teacher comments are over generous and there are too many grammar exercises and not enough opportunities for continuous writing.
87. Year 5 benefits from expert teaching. The amount of work covered is significantly greater than in other classes, with more demanded of pupils. Pupils are using punctuation correctly and are beginning to paragraph their work. Handwriting is good, with letters well formed, this being due to the high expectations and insistence of the teacher. Homework instructions are written into a homework book with homework being used to reinforce and extend learning. A key feature of the work is the teacher's very perceptive comments, giving encouragement, but also suggesting 'next steps'. Some of the writing is of a very high standard, with colourful expressions used, for example 'My sister, Aimee, is very decisive about what she wants'. In an account of the sinking of the Titanic, as experienced in the boiler room by a stoker, powerful emotive language was used to build up suspense in a credible story. The work of the class on a 'pet cleaning machine', on display in the entrance to the school, is inventive, expressed appropriately and presented well. Poetry writing maintains this standard, as when one pupil wrote:

'Slaughter
Demented deed

Retaliation
Punishing people
Foolish malice
Disaster’.

88. Some of the home/school dialogue on pupils’ reading is extensive and informative, with considerable evidence that most parents hear their children read very regularly. The school uses a variety of reading schemes which have been well chosen to meet the needs of pupils. Dual language books are available for the few pupils who are at an early stage of English language acquisition. Pupils are heard to read regularly, either individually or in small groups. Outside assistance from the local church in listening to pupils read, makes a very good contribution to the progress pupils make. Pupils in Year 2 are able to sound out words and all read with expression. As they progress through the school, they select increasingly demanding texts. Year 5 pupils are reading ‘The Hobbit’ and stories of myths and legends, such as ‘Kensuke’s Kingdom’. They retell stories accurately, are very articulate and read with excellent expression. However, there is no central library, both fiction and non-fiction being kept in class libraries. Some of these are limited by space, with an insufficient number of non-fiction books and, in some areas, there is a need for more advanced texts in order to extend pupils’ reading. Library skills are not taught systematically; these essential skills will be necessary as pupils move to Year 6.
89. Pupils listen well and are able to sustain concentration and listen to others’ reactions. Some attention is required to improve speaking. Although pupils choose words with precision, they do not always speak clearly and with confidence, especially to larger audiences. In these settings, they are sometimes satisfied with simple vocabulary when more advanced vocabulary would gain and maintain the interest of the audience. This was noted especially during a discussion with older pupils on the merits of closing the High Street to traffic. Only a few pupils in the class used humour, pace, persuasive language and exaggeration to present their arguments. Drama and role play are underused to develop speaking skills, although visiting drama groups are helping to develop these. Most teachers and other adults in the school provide very good role models in their speech patterns.
90. Teaching is almost always at least good and in Years 1, 3 and 5 it is very good. There is clear evidence that the curriculum co-ordinator provides good leadership, especially in reception and Years 1 and 2. Her experience is not as strong in Years 3, 4 and 5 but the recently appointed deputy headteacher gives quality advice to the co-ordinator and the teachers of these classes. Levels of expectation are good and there is a sound understanding of the use of the National Literacy Strategy. There is some inconsistency in marking, especially of spelling, and the quality of comments on work shows too much variation. Only in Years 1, 3 and 5 is there evidence of clear evaluation of work. Planning of work is effective. When questioning pupils, most teachers use good techniques to extend their thinking skills but, in some lessons, too often one-word answers, or badly constructed sentences, are accepted. Individual targets are used well and are effective in helping pupils to raise their standards, especially in writing.
91. Analysis of test results is thorough and has a good effect on teaching methods. Progress is monitored carefully, with written work included within individual pupil profiles. The co-ordinator monitors planning but, as yet, has not had the opportunity to monitor teaching. Assessments are made regularly in reading, writing and spelling. Areas for further development are well documented, being included in the current school improvement plan.

92. This is a language rich school. Examples of good quality writing are displayed well and are in evidence throughout the school, including the ICT suite and the school hall. The school is well placed to maintain the current high standards when Year 6 national tests are taken in 2004, although the lack of a library is a drawback.

MATHEMATICS

93. Standards are high and pupils are making good progress from an above average starting point at the end of the reception year. Teaching is good overall with some very good elements. The National Numeracy Strategy has been implemented well across the school. The subject is led well and managed satisfactorily. Good assessment practice and close tracking of pupils' results in annual tests is leading to target setting. The school has identified the need to challenge able mathematicians as a key priority in the current school development plan in order to raise standards even further. There has been a good level of improvement since the last inspection.
94. National Curriculum test results at the end of Year 2 have been consistently well above those attained nationally, apart from those of 2001 when there was a significant drop to a below average level. This group of pupils contains a number who have special educational needs and the results were not unexpected by the school. Pupils in this year group are making good progress and attaining standards that are similar to those expected for their age. The results of 2002 were very high and well above those of schools in similar circumstances. A significant proportion of pupils attained levels above those expected for their age. The girls attained slightly better than the boys, whereas in previous years the boys had out-performed the girls. There is not a significant pattern.
95. The standard of work seen in the current Year 2 suggests that results are unlikely to match the very high results attained last year. However, the pupils are on course to attain highly, and should match the very good results of 2000. These pupils are achieving well and nearly all are likely to gain the level expected for their age. They are developing a good range of strategies for calculations, such as adding and subtracting nine by using their knowledge of how to add or subtract ten to any number. A good proportion of pupils in Year 2, around a half, are working at levels above those expected for their age. They are quick to recognise patterns in numbers and apply strategies such as partitioning to answer calculations such as $17 + 1 + 73$. There are more frequent opportunities for them to record their work independently. A small number of very able pupils are beginning to understand the effect of multiplying and dividing a number by ten.
96. The pupils in Year 5 are due to take National Curriculum tests in 2004. The school has set high targets for this group of pupils which, on the evidence of their current standards, are likely to be achieved. All pupils are regularly working at the levels expected for their age and many are already attaining the levels expected of pupils in Year 6 in some aspects of their work. This is the result of the high expectations of their teacher and their willingness to rise to the challenges presented. They are well-motivated learners who are keen to work hard. They persevere well with tasks and present their work neatly.
97. In Year 5, pupils are making good strides in learning about two-dimensional shapes and use the correct mathematical terminology to describe their properties in response to the very good attention to vocabulary by their teacher. Their understanding of number is strong. For example, even lower attaining pupils can read and order numbers with six digits. They are developing a good range of strategies for making mental and paper and pencil calculations. Most significantly, they have good

opportunities to use and apply their knowledge when solving problems. Challenges are presented in a way that encourages pupils to develop their own strategies and make predictions based on what they already know. Their thinking skills are developing well.

98. Throughout the school, pupils achieve well. They are learning to work methodically and have good opportunities to explain the strategies they use. Pupils with special educational needs are well supported to help them make progress in line with their targets. The small number of pupils who speak English as an additional language are achieving as well as their peers once they have grasped the language of mathematics.
99. The quality of teaching is good overall and is having a positive impact on pupils' learning. There are good features in most lessons and some very good features. Teachers are following the National Numeracy Strategy closely, and the good focus on teaching pupils strategies for carrying out mental calculations is helping them to develop their skills. Pupils are confident to explain the strategies and to use them well. They are not afraid to make mistakes because teachers deal with their errors sensitively. Very good relationships underpin a positive environment for learning and elicit a strong response from the pupils. Teachers rarely need to use overt strategies for gaining pupils' attention.
100. Lesson planning is not of a consistent quality, although some is very detailed. Teachers regularly refer to learning objectives at the start of lessons to ensure that pupils know what is expected. This is age appropriate and younger pupils are asked, 'Can you . . .?' In the best examples, teachers return to these objectives at the end of the lesson and get pupils to review for themselves how well they have done. This good practice is inconsistent. Clear explanations introduce the pupils to new learning in a step-by-step approach which is demonstrated clearly. Occasionally, younger pupils, especially in Year 1, become restless if they have been sitting listening for a long time. However, their involvement is skilfully secured with practical opportunities to participate by, for example, using their fingers to practise number bonds to five. Teachers rarely use strategies, such as recording answers on mini whiteboards or discussing an answer with a partner, to include all pupils actively in whole-class sessions.
101. In most classes, teachers provide tasks at different levels to match pupils' abilities and so there is a good level of challenge. In the best examples, this is reinforced with challenging open-ended questions that makes pupils think. Supplementary questions build on pupils' answers and explanations. However, at times, more able pupils are given extension activities but are required to do the same as other pupils first. This level of consolidation is not always necessary and restricts the time available to tackle more challenging, open-ended tasks. Where teaching was satisfactory rather than good, there was a mismatch in the tasks given to pupils that restricted their learning to a satisfactory level. Where the pace of work was not brisk enough, lessons drifted along. In two lessons, teachers flitted between groups of pupils as they worked and missed the opportunity for direct teaching.
102. The past work of pupils in Years 1 and 2 frequently shows an extensive use of worksheets in which pupils merely fill in boxes. This has been noted by the co-ordinator but was also a criticism at the time of the last inspection. There is a difference in the work of the two Year 2 classes; one has a greater volume of work but a more mechanical approach, with less emphasis on pupils explaining what they know and the method they used. Pupils' past work in Years 3 to 5 shows teachers' good focus on the practical application of a range of methods to solve problems.

Marking is generally sound, but of variable quality. In the main, pupils' efforts are acknowledged and in Years 1 and 2 some useful assessment notes are made of pupils' achievement. However, only in Year 5 are there examples of very good marking, where the teacher follows up the pupils' work with an additional question or problem. Pupils' work contains little evidence of the use of ICT although opportunities are increasing with the development of the new computer suite. Mathematics skills are used soundly in other areas of the curriculum, such as in science to draw graphs from the results of experiments.

103. Assessment procedures are good. Half-termly assessments reflect the key objectives of the National Numeracy Strategy and the school tests pupils annually. The results of National Curriculum tests are analysed to identify weaker areas and there is scope for extending this strategy to the tests that pupils take annually. Individual progress is tracked from year to year and numerical targets are set. The school is developing its target-setting procedures so that pupils and their parents will know what to improve in mathematics. Assessment information is used well to organise pupils into groups and to identify those who may need additional support or additional challenge. However, more use could be made of assessment information on a daily basis to sharpen teachers' planning of different activities for pupils.
104. The subject is well led and soundly managed. The co-ordinator is rapidly increasing her knowledge of the curriculum and the standards expected of older pupils. There is scope for her to develop her monitoring role further. A useful evaluation of the subject has been used to set priorities in the school development plan.

SCIENCE

105. The school is moving from being a first school to a primary school and so the only information available from national tests is based on teacher assessment of pupils at the end of Year 2 in 2002. This judgement was that pupils were attaining standards well above the national average. Inspection also showed that this high standard is being maintained throughout the school and the achievement of the oldest pupils in school, in Year 5, is also well above expectations.
106. Year 5 pupils recognise that in a fair test, only one variable is altered. So when they experiment to see which material will be most effective in blocking sound travelling through the air, they change only the material they are testing and keep all other aspects of the experiment the same. They recognise that they need to use the same amount of material for each test, which is to cover an alarm clock when its alarm goes off. They suggest different ways of testing which material is most effective. For example, they suggest that they set off the alarm in the playground and then walk away from the clock until they can no longer hear the alarm. They mark the distance they walk for each material they use. With the help of the teacher they also learn how to use a sound sensor which is linked to a computer and gives them a reading showing the level of the sound coming through the various materials. They do this well and record their work accurately.
107. The quality of teaching and learning is good. A good lesson in a Year 2 class introduced the word 'classify' to the pupils. They looked at the way things are sorted in the cutlery drawer in the kitchen; knives in one section, forks in the other. The pupils were then given the opportunity to look at the materials provided in a box on their tables and suggest ways in which they could be put into groups. 'They are hard, they can bend, they are smooth or rough . . .' The teacher insists there are no 'right' answers and encourages pupils to justify their choices; this means that they gain very good insight into the scientific way of looking at what happens and what might be the

way materials are grouped. Pupils are taught well because, as in the good teaching of scientific facts, there is a very good emphasis on letting pupils find out for themselves by experimenting. They are discovering what scientific investigation is about.

108. The co-ordinator has been in place for some time, has been involved in monitoring planning and has written a plan to deal with the change from a first to a primary school. She has to get to know the standards needed in Key Stage 2 better, but is getting good support from the Key Stage 2 teachers. Although standards are high, she has recognised that assessment procedures need to be put in place.

ART AND DESIGN

109. It was not possible to see any lessons in art and design because of the way that the school organises its curriculum. As a result, no judgements are made overall on teaching and learning. Examples of work seen were in line with the standards expected for pupils' ages, although standards in drawing are good. Several weaknesses noted at the time of the last inspection have not been addressed with enough rigour and this is unsatisfactory.
110. Drawing skills are well represented in the pupils' work on display. For example, pupils in Year 2 have drawn and painted trees in the autumn term as part of their work on growth in science. These are soundly drawn and realistic. Pupils are taught to observe closely and the portraits drawn by pupils in Year 3 show a good awareness of facial features and of proportions. The work of the oldest pupils in Year 5 shows careful attention to detail and good proportions in figure drawing. Pupils are learning to use shading and blending techniques to show form and to add depth to the images. These pupils have based some of their work on artists' styles such as Picasso, Matisse and Kandinsky. Their computer-generated artwork shows good attention to, and a good understanding of, the artists' style.
111. Other techniques are not represented as strongly in pupils' work and are, mainly, experienced through links with other subjects. There is limited evidence, in the samples available, of work in three dimensions, although pupils in Year 3 visited a pottery during their residential trip and have experimented with weaving different materials. Pupils are familiar with the technique of collage, which has been used successfully in a display on Ancient Egypt in Year 4. This group of pupils has just started a project on mask making with some visiting artists, related to their work on Ancient Egyptians. A strong element of this work is that pupils should collect ideas into a sketchbook. This is a notion that is new to the pupils because the use of sketchbooks has only been introduced this academic year.
112. Although the notional time allocated to art and design is similar to most schools, in reality too much is linked to other subjects. Although there is value in this work, it does not ensure that pupils' skills and knowledge of techniques are developed in a systematic way during their time in the school. Teachers are beginning to plan work based on guidance from a national scheme, which has been introduced this academic year. It is yet to become embedded in practice to ensure that skills are developed in a sequential way. The allocation of units of work to year groups is not yet reflected consistently in pupils' past or current work.
113. Subject leadership and management are unsatisfactory. There is no substantive co-ordinator to check the quality of teaching, the breadth of the curriculum and the standard of pupils' work. This is leading to the inconsistent approach and provision described above. There are no formal procedures for assessing pupils' progress in art and design. The subject is, rightly, a priority for development in the current school

development plan. The new deputy headteacher has recognised that, although there are some good aspects to the provision for art and design, there is a need to develop pupils' skills across a range of techniques. Clearly the pupils have much potential that is at present untapped.

DESIGN AND TECHNOLOGY

114. Standards in this subject meet the expectations of the National Curriculum and all year groups work on design projects. A curriculum plan and schemes of work are now in place. Some of the work seen was of a high standard. The work in school is not yet monitored effectively because there is, as yet, no co-ordinator.
115. Pupils in Year 5 are producing good quality musical instruments. They have evaluated how instruments work, have produced good quality design sheets for the instruments they want to produce and recorded any changes they have found they need to make. They use a wide range of materials to construct their instruments. Drums, shakers and string instruments are well made using cardboard boxes, chicken wire and 'mod roc' which gives pupils the opportunity to produce strong and effective instruments. In Year 4, pupils are involved in a topic which is linked to their work in history in their study of the Egyptians. They have started to look at the way masks are used. The excellent teaching of the visiting specialists means that pupils make very good progress in their understanding of why people in the past wore masks. They are involved in drama and dance to stimulate their imagination and then make very good suggestions for the masks they are going to produce in the weeks to come.
116. The quality of teaching and learning is satisfactory. The key strength in the teaching is that teachers plan their lessons effectively. The pupils in Year 3 have an enjoyable and productive lesson as they test sandwiches for smell and taste. They give marks out of five and some find it difficult to give even one mark for some of the sandwiches! They will use this evaluation to make their own sandwiches later. Last term these pupils planned, made and evaluated a moving vehicle which could not be eaten by 'The Iron Man' in their literacy lessons. They did this well, adapting their plans where necessary, for example by making the wheels more effective by raising the axles. Year 1 pupils are looking at houses and the most effective way of laying bricks to make a strong wall. They do this well. This topic is developed to look at what is needed in a baby's room.
117. The subject does not have a co-ordinator at this time, although the headteacher is taking an overview of what is happening. This means that, although standards are appropriate, the development of the subject is not being sufficiently addressed. Resources are adequate to meet the needs of the topics that pupils tackle.

GEOGRAPHY

118. During the inspection only one geography lesson took place in Year 5. Analysis of work, discussion with pupils and with the headteacher, who has oversight for geography as there is no co-ordinator, indicate that standards are unsatisfactory, being below average in Year 2. By the time pupils are in Year 5, they have limited geographical knowledge and skills, although this situation is improving as more attention is now being given to the subject. Some limited progress is being made.
119. At the time of the last inspection, it was noted that insufficient time was devoted to geography in order for pupils to gain the high standards of which they are capable. This is still the case; the curriculum map indicates large gaps of time, up to a term and a half, when no geography is taught to certain classes. The requirements of the

National Curriculum are being met, but time allowed does not enable any work in depth to be undertaken. Pupils with special educational needs and those for whom English is an additional language, make insufficient progress, the same as most other pupils.

120. In discussion with pupils, the lack of basic geographical skills is evident. Year 5 pupils found it difficult to orientate a map correctly. Some were unable to place Merton on an atlas map with any degree of accuracy, showing little concept of scale. Year 2 pupils have some understanding of the different countries of the world and are able to point out on a world map the location of major countries, but this knowledge is very limited. Year 1 pupils have enjoyed a visit to a local bakery and a well annotated descriptive book has been made and recorded by the teacher of buildings and facilities on a local walk. Some good work has been undertaken on maps and plans of the locality, pupils being taught well the idea of the difference between a side and plan view as seen in familiar objects in this class. An exercise using an imaginary route by 'The Jolly Postman' had been carried out well by pupils. In Year 3, pupils had participated in a residential field visit to Dorset and had made creditable comparisons between a rural location and their home area.
121. The lesson observed in Year 5 indicated the possibilities of developing geographical concepts and skills along with other subjects. Pupils have conducted a detailed traffic survey around the High Street, the information being collected as a homework project. It was then tabulated and presented using ICT graphical skills in school. A debate followed with pupils for or against closing the High Street to traffic. Concepts of pollution, location and the use or misuse of statistics were debated with enthusiasm and to a good standard by the pupils who gained a lot from this exercise. This was a carefully prepared topic framework by the teacher who had shared with the class clear objectives for the exercise.
122. These examples indicate the possibilities for further development of the subject. At present, however, it lacks clear leadership and guidance. Resources are inadequate and staff require in-service training on how to teach key concepts and skills effectively. In addition, there are too many gaps in time when the subject is not taught and not enough time given to allow pupils to develop high standards in understanding the importance of physical features and climate and how these affect people's lives. The scheme of work, now in place, is giving some guidance to teachers on what to teach and how learning can be made progressive, but the lack of a co-ordinator, to give advice, monitor the provision, improve resources and assess the progress of pupils, is inhibiting the development of the subject.

HISTORY

123. Standards of attainment are in line with those expected for pupils' ages at the end of Year 2 and Year 5. This is a similar picture to that found at the last inspection. Provision is satisfactory and pupils achieve soundly. Their factual knowledge is a stronger element of the history work seen. Criticisms made previously about co-ordination, monitoring, and the use of assessment information when planning have not been addressed.
124. Pupils in Year 1 have not studied history yet this academic year but the subject will be a focus of the work in the coming term. Pupils in Year 2 are developing a good awareness of what life was like for children living through the Second World War. Their ability to talk about what they know is better than their written work suggests, which in one class is too reliant on completing worksheets. Pupils are developing a strong empathy for the people who lived at that time and this makes a good

contribution to their spiritual development. Their understanding of different sources of information is developing well because teachers have carefully collected a good range of primary sources and artefacts, as well as information books. However, these are more readily available in one class than in the other.

125. The school has adopted national guidance as the scheme of work. The curriculum map shows that the intended coverage of history is considerably more than that statutorily required in Years 3 to 6 and in this respect the school has set itself a difficult task. As a result, teachers do not always complete the whole unit of work and so, while pupils demonstrate good knowledge about certain aspects of a period of history, they do not always study the breadth expected. This is the case in Year 4, where pupils talk knowledgeably about some of the key features of Ancient Egypt but have no knowledge about the daily lives of ordinary people. Year 4 work is too reliant on worksheets that offer little difference in challenge for pupils of different abilities. There is too little focus on historical skills. The factual elements of history are generally covered well. The use of ICT as a source for researching information is increasing, especially in Year 4 where there was only a small number of books about Ancient Egyptians. The curriculum is extended through well-chosen visits to places of interest and by visitors who are experts in aspects of history. Such experiences help to bring the subject to life and to supplement the school's resources. As the school changes and grows to become a primary school, it is clear that the organisation of the history curriculum will need further review.
126. In Year 5, research based work on Britain since 1948 contains the required elements and covers a broad range of history skills. Pupils have a sound sense of time passing and use time lines to represent changes during the period studied. From their studies, pupils recognise how the changes in key aspects of society have had an impact on life today. They have a good awareness of the sources of historical evidence.
127. The quality of the teaching seen was satisfactory with good elements. It is clear from pupils' past work that there are good aspects to the teaching but also areas to improve. Teachers enjoy good relationships with their pupils and promote their interest in the subject. They capitalise on pupils' natural curiosity and fascination for information such as the gory details of how a body was prepared for mummification. There are inconsistencies in the way that work is presented which reflects the lack of leadership and guidance for staff. Several teachers make good use of artefacts and primary sources and give opportunities for pupils to research information and present their findings in different ways. Others use worksheets that require little thought or interpretation and offer too little challenge to pupils who are capable of achieving more. At times there is too little focus on key historical terminology and on activities that will develop chronology. In Years 3 and 5, teachers have given pupils elements of the units of work as homework tasks; this has offered good consolidation and opportunities for independent work.
128. There are no formal procedures for assessing the extent to which pupils have met the key learning objectives of a unit of work or for assessing their skills as they develop over time; this is unsatisfactory. The leadership and management of the subject are unsatisfactory. No one is leading the subject currently and there is no monitoring and evaluation of the standards pupils achieve or of the quality of education provided.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. Standards in ICT are below the national expectation but are improving rapidly. This is because the recently installed computer suite has given pupils more opportunities to use computers and the appointment of the co-ordinator, the deputy headteacher, has meant that teachers are getting more support and expert advice. However, because the installation of the computer suite and the appointment of the co-ordinator have not yet become fully established, standards do not meet national expectations. Pupils' attainment in both key stages is limited because they lack experience of the controlling, monitoring and modelling aspects of the subject. Pupils do not have sufficient opportunities to learn how computers can process information and react to the effect of selecting different options in an imaginary situation. Therefore they do not know how to use the computer to answer the question 'What would happen if . . .?' The school has recognised that some areas of the subject need to be addressed and have plans to do this.
130. The school has recognised that there are some areas, such as data collection, which need to be improved and also that the monitoring of teaching and the assessment of standards needs to be developed. This is a priority in the school improvement plan. Some of the lessons seen during inspection showed standards that were above those expected, so the school needs to extend these high standards to all areas of the ICT curriculum. The use of wordprocessing is a strong aspect of the subject. For example, pupils in Year 3 are able to change the title of work they have done so that it is more interesting. They use the mouse very well to achieve effects such as a mirror image for the title.
131. Pupils regularly have access to class-based computers as well as those networked in the suite. The older pupils in Years 4 and 5 also have the opportunity to use a 'mini suite' in the corridor outside their classroom and this gives them good opportunities to use computers to record and obtain information for the topics they are studying in subjects such as history and geography.
132. The quality of teaching and learning is good. In Year 5, pupils use computers very effectively to create pictures in the style of Kandinsky, Picasso and Matisse. They use the 'mouse' effectively to choose the shapes they want to use. They change the size of the shapes, rotate them to fit into the drawing and colour them using a wide variety of patterns and shades. Many pupils produce good pictures of abstract shapes. Pupils use computers well to help them with their presentations on their views about the traffic management in the nearby Raynes Park High Street. In this geography topic they use ICT well. Pupils in Year 2 have also used a graphics program to produce work that is linked to their work in religious education. They produce a pattern which could be on 'Joseph's Coat of Many Colours'. Most do this well and use the 'mouse' effectively to select icons on the screen which enable them to choose, and change, ways of colouring. This is one example of the way the school links various subjects; the task begins with the link to the bible story of Joseph and will move to a design and technology topic in which pupils will make the coat.
133. The subject is now very well led. The co-ordinator is knowledgeable and enthusiastic and has done much to improve staff confidence. She recognises the need to develop the monitoring of teaching and assessment of what pupils know and understand. Teaching in lessons seen during the inspection was often very good largely because of the training provided for teachers by the recently appointed co-ordinator. She has given individual support to all teachers who have asked for help and teachers throughout the school are now more confident in delivering the ICT curriculum. The recently completed computer suite has already had a big impact on the work of the pupils. The suite is well used and means that skills can be effectively taught which can be used later in work done in many subjects on the classroom computers.

MUSIC

134. Although few music lessons were observed, those seen, the singing of all pupils in assemblies and discussion with the music co-ordinator show that standards throughout the school meet national expectations.
135. Pupils listen to a wide range of music from many cultures. In one assembly pupils entered and left the hall listening to South African music. They listened with care and respect to singing that was very different to the popular music they are used to hearing.
136. The quality of teaching and learning were good in the two lessons seen. In a Year 3 lesson pupils recognised the difference between the verse and the chorus of a song. They sang the 'Three Pirates' very well using good expression and singing in time and in tune. The Year 5 class were challenged to respond to a three-part rhythm from the song 'Gossip'. They did this well, first clapping the rhythm and then encouraged to use percussion instruments to beat the three rhythms. Finally, they sang the three parts of the song well, fitting in well with each other. This performance at the end of the lesson showed musical standards above that expected for pupils of this age. The two teachers seen teaching music were confident in their ability to teach the subject, encouraged pupils well and have high expectations of what pupils should achieve.
137. The subject co-ordinator has been recently appointed and has not yet had the opportunity to monitor standards of work in all year groups and, therefore, this is unsatisfactory. There are good resources available in school and these are often put to good use.

PHYSICAL EDUCATION

138. During the week of inspection it was not possible to observe all aspects of the physical education programme. Standards were mainly good in the lessons seen. This is similar to the last report and the good features noted then have been sustained. Teaching is good overall, but with a wide variation in quality. There is, currently, no one to lead and manage developments in the subject.
139. Standards are well above expectations in gymnastics in Year 1, but are just in line with expectations in Year 2. Some weaknesses in teaching mean that pupils' skills are not being built on in a systematic way. Swimming records show the vast majority of pupils reach expected standards; many swim considerably further than the recommended 25 metres. Year 4 pupils observed at the local swimming pool were making good progress in practising the technical aspects of different strokes in order to improve the efficiency of their style. Pupils in Years 4 and 5 demonstrated good hockey skills.
140. The quality of teaching seen was very variable and reflects the differences in teachers' levels of confidence and knowledge. It ranged from excellent to unsatisfactory, but the standards seen suggest that much is good. As a result, pupils achieve well in most year groups and there is no noticeable difference in the attitudes and skill levels of boys and girls. Teachers make good use of the plentiful resources that have been improved since the last inspection. All pupils participate with enthusiasm in response to teachers' good organisation and management. Pupils' attitudes and behaviour are consistently high. This means that they listen attentively and follow teachers' clear instructions quickly so that they are actively engaged in physical activity for the majority of the time. Pupils' skills are developed well. This is

especially so where pupils benefit from expert coaching, such as in swimming and in hockey in Year 5, where the technical elements of the game are practised in a structured way. This ensures that most pupils learn to control the ball well enough to pass it accurately over short distances to a partner, and to begin to understand the tactics for attacking and defending. They play well as a team and show very good sportsmanship. Such activities contribute significantly to pupils' social and moral development as they learn to follow rules and to accept decisions that go against them.

141. Most lessons pay good attention to health and safety and start with a suitable warm up that gets pupils ready for physical exertion. In Year 1, the teacher had very high expectations of the quality of pupils' gymnastic skills and so encouraged them to refine and extend their movement. As a result, they achieved good quality balances and created sequences of movement that showed very good control and imagination. This expectation of quality was not replicated in the Year 2 lesson where pupils did not develop their skills. Although they moved with confidence, the teacher's lack of subject knowledge meant that she was unable to guide them effectively to improve the quality of their movements. This lesson, unlike most others, had too little opportunity for pupils to watch each other to evaluate what was good and what needed improvement.
142. The school has adopted national guidance for its scheme of work to provide a sound basis for teachers' lesson planning. The curriculum is soundly structured to give pupils a broad range of opportunity across a variety of physical activities. There are some extra-curricular opportunities in the form of after-school clubs, for football, tennis, hockey and cricket. To a large extent this is a reflection of the school's former status as a first school. Plans are in place to offer more.
143. Subject leadership is unsatisfactory. There is no co-ordinator to check on standards and the quality of teaching and learning, or to give guidance to teachers who lack subject knowledge and confidence. This is not as positive as reported in the last inspection. There are no procedures to assess pupils' progress and to identify the strengths and weaknesses in their skills.