

INSPECTION REPORT

THE PRIORY C of E PRIMARY SCHOOL

Wimbledon

LEA area: Merton

Unique reference number: 102672

Headteacher: Mrs Angeles Walford

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 25th - 28th November 2002

Inspection number: 246232

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Queens Road
Wimbledon
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Appropriate authority: The governing body

Name of chair of governors: Mr Grahame Hawkes

Date of previous inspection: 4th - 7th November 1996

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8991	Pamela Goldsack	Lay inspector	Educational inclusion	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?
25203	Robert Cooke	Team inspector	Modern foreign languages Geography History English as an additional language	
32021	Andrew McLean	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
18394	Maria Marsh	Team inspector	The Foundation Stage Special educational needs	
18926	Michael Ridout	Team inspector	English Information and communication technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Priory became a two-form entry C of E primary school in September, as a result of reorganisation by the local education authority. Until July 2002 it had been a five-form entry middle school. The change of status has involved a significant programme of remodelling and refurbishment, causing a high level of disruption to the school over the past two years. During this period there has also been a high turnover of teaching staff. The transition from middle to primary school has been successfully undertaken but is not quite complete. There will be no Year 2 until September 2003 and the current Year 6 remains the last cohort with five classes. There are two classes in Year 5, but only one each in Years 3 and 4, because of a shortage of pupils in the area. Last year, reception children were admitted to the school for the first time and are now in Year 1. This autumn, 53 children were admitted to the nursery on a part-time basis, either morning or afternoon. In addition to these children, there are 279 boys and girls on roll. Just under half the school population come from white UK backgrounds, with a similar proportion drawing from minority ethnic backgrounds, with these pupils being predominantly from African, African-Caribbean and Asian families. The majority of pupils speak English as their first language, but 92 pupils come from homes where languages other than English are the mother tongue, such as Bengali, Tamil, Yoruba and Twi Fante. About 20 per cent of these pupils are in the first stages of language acquisition and are mainly in the nursery and reception. The proportion of pupils with special educational needs (SEN), most of whom have general learning needs, is broadly average, with a lower than average proportion with statements. Although the school is situated in a relatively affluent area of the country, pupils came from further afield when it was a middle school and many were from socially disadvantaged backgrounds. Some had very poor behaviour. The social intake has begun to change with many younger children being drawn from the immediate locality. As a result, pupils' attainment on entry is changing from below average to average, with some children being above.

HOW GOOD THE SCHOOL IS

The Priory is an effective school that meets the needs of all of its pupils well. Those with SEN, the few at the early stages of learning English and those from minority ethnic groups are integrated well into the school. By the time they are in Year 6, pupils are achieving well in English and very well in mathematics and science, because of good teaching. This new primary school is very well led by the headteacher and provides good value for money.

What the school does well

- In Year 6 pupils are achieving well in English and very well in mathematics and science.
- The general quality of teaching is good enabling pupils to do their best.
- The headteacher provides very good leadership and has successfully led the school through its transition from a middle to a primary school.
- The school's support for SEN and English as an additional language (EAL) is good, enabling pupils to learn well.
- Pupils' attitudes, behaviour and relationships are good.
- The school has very good procedures for checking on pupils' progress and uses this information well in planning their work.
- The school's learning environment is good and it is valued highly by parents.

What could be improved

- The effectiveness of the roles of staff with management responsibilities.
- The use of information and communication technology (ICT) to help pupils learn in other subjects.
- The effective use of learning support staff.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The Priory was a Middle school when it was last inspected in November 1996, therefore comparisons with the last inspection are limited. However, where possible to judge, improvement has been good. Assessment is now used well in teachers' planning to ensure all pupils' needs are met. Standards in design and technology have improved significantly and are now good. Standards in other subjects, such as mathematics and science are good and are very good in music. Teaching has improved, with there being more teaching of high quality than previously. Provision for SEN and EAL has improved and is now good. Although there has been improvement, numeracy is still not used sufficiently in other subjects. The school is well placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	C	C
mathematics	D	D	C	B
science	C	E	D	D

Key

well above average A

above average B

average C

below average D

well below average E

The 2002 national test results in English and mathematics at the end of Year 6 were in line with schools nationally and in English were in line with pupils in similar schools. In mathematics they were above the performance of pupils in similar schools. Compared to their attainment on entry in Year 4, these pupils are achieving well. In science standards were below the national average and the performance of pupils in similar schools. The school attributes these to a lack of emphasis in teaching science vocabulary and in presenting data appropriately. The 2002 results overall, are an improvement on those in 2001, but were well below the targets set for Year 6, which the school agrees were unrealistic. The trend in the school's results since 1998 has been broadly in line with the rising national trend.

Inspection findings show that children make good progress in the reception classes as a result of the good teaching and are on course to exceed the early learning goals in all areas of learning. Children with SEN and the increasing number in these classes with EAL are supported well and are making good progress. Pupils in Year 6 are benefiting from good teaching and the setting arrangements in English and mathematics, whereby pupils are placed in teaching groups based on their teachers' assessment of their prior attainment. All pupils are achieving well in speaking and listening and writing and very well in reading, mathematics and science, where standards are above average. In science standards have improved as a result of increased emphasis on scientific vocabulary and presentation of data. Throughout the school pupils with SEN are well supported and make good progress. In music, as a result of outstanding teaching, standards are well above average. In most other subjects, where it is possible to judge, standards are above average, except French and physical education, where they are as expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good throughout the school, helping pupils learn well.
Behaviour, in and out of classrooms	Good, in and around the school. There were 13 exclusions last year, all of which were in Year 7.
Personal development and relationships	Relationships are good among pupils and between pupils and staff. Pupils respond well to opportunities to exercise their initiative.
Attendance	This is below the national average and is unsatisfactory. There are some persistent non-attenders and families who take holidays in term-time.

TEACHING AND LEARNING

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

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

Teaching is good and is particularly good in Year 6. All lessons were at least satisfactory and nearly eight out of ten were good or better. It has improved since the last inspection when there was some unsatisfactory teaching. However, comparisons should be treated with caution as the weakest teaching was in Year 7. Teaching is satisfactory in the nursery and good in the reception classes and in the rest of the school. Teachers meet the needs of all groups of pupils well, have a good grasp of the National Strategies for literacy and numeracy and teach these skills effectively. The teaching of pupils with SEN is good and they learn well. Children with EAL, most of whom are in the nursery and the reception classes, are supported well and they make good progress. The quality of the teaching of music, by a specialist, is of an exceptionally high standard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the reception classes and satisfactory in the rest of the school. The curriculum enrichment afternoons offer pupils the opportunity to experience the full range of the arts facilities in the school. ICT is insufficiently used to help pupils learn in other subjects and numeracy is still not used enough in other subjects.
Provision for pupils with special educational needs	Good. The co-ordinator provides effective support, but some learning support assistants are insufficiently trained to be fully effective.
Provision for pupils with English as an additional language	Good. These pupils have the same access to the National Curriculum as other pupils. When pupils are withdrawn it is normally for parts of lessons only and the work is closely linked to work in classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for pupils' moral and social development and good overall. Satisfactory for spiritual and cultural development. Music plays a strong role in promoting pupils' spiritual and social development.
How well the school cares for its pupils	The school looks after its pupils well. It has very good systems for checking on pupils' attainment and progress and monitors their behaviour very well.

Parents think highly of the school. The school has effective links with parents and values its partnership

with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good and she is supported well by her deputy head and assistant headteachers. In this new school, the roles of the senior managers and the subject co-ordinators are at an early stage of development.
How well the governors fulfil their responsibilities	Good. The governing body is very supportive and fulfils its statutory responsibilities well.
The school's evaluation of its performance	Good, overall. A programme of regular tests is in place to check on pupils' attainment in literacy and numeracy. Data from this programme is used very effectively to track pupils' progress and to set targets.
The strategic use of resources	The school uses its funds well, including specific grants. It makes sensible spending decisions and reviews the benefits effectively. Staffing is good, but some support staff are not fully effective, as they have not been adequately trained. Accommodation and resources are good and are used well, although the books in the library do not yet match the changed age range of the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • They make good progress. • Teaching is good. • The school is approachable. • Pupils are expected to do well. • The school is well led and managed. • It helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The right amount of homework. • The information about pupils' progress. • The range of activities outside lessons.

Inspectors agree with parents' positive views. They disagree with some parents' comments as they found the quality of homework and information about pupils' progress to be good and the range of activities outside of lessons to be similar to that found in other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of children are on course to exceed the Early Learning Goals in all the areas of learning, by the end of reception. Children enter the school with broadly average attainment and make good progress in personal, social and emotional development in both the nursery and reception classes. In all other areas (communication language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development), they make satisfactory progress in the nursery and good progress in reception. Children with special educational needs (SEN) are given appropriate support and achieve well in relation to their prior attainment. There is an increasing number of children in these classes who are at an early stage of English language acquisition, 11 in the nursery and five in the reception classes. In response to the majority of teaching, which is good and as a result of emphasis on teaching basic language skills to all children, they achieve well and make good progress. However, the standards of the minority in the first stages of language acquisition attain standards that are below those normally expected of children of this age.
2. Across the school, the progress made by pupils with SEN and those learning English as a second language (EAL) is good. Pupils with SEN make good progress towards the targets identified in their individual education plans and achieve well. They benefit from the good provision that includes good organisation and planning, a structured approach to classroom management and a careful match of task to pupils' ability. Those pupils with EAL and who have achieved higher levels of linguistic skills, attain standards that are in line with those normally expected of pupils of this age. In withdrawal groups, pupils are very well supported. In Year 6 there is only one pupil in the early stages of English acquisition who has been in the school since May 2002. Her work is neatly presented and although good progress is being made in developing her speaking and listening skills, comprehension, reading and writing skills are at a lower level of attainment than expected for a pupil of this age. Throughout the school there are no significant differences in achievement on the basis of gender or ethnicity.
3. All pupils, including those in Year 6, are achieving well in all aspects of English because of good teaching. The organisation of teaching groups on the basis of ability, for pupils in Year 6, is a particularly effective feature. At the end of Year 6 standards of attainment in speaking and listening are broadly average for pupils' ages.
4. Across Year 6 pupils are given good opportunities to listen and to speak to the class, for example in answering the numerous questions from their teachers. These good questions are not confined solely to English lessons and are a strong feature of most lessons. Pupils are confident in answering these questions and generally respond well to the opportunities to expand on their answers. Speaking and listening skills are enhanced during the curriculum enrichment afternoons linked to the play 'A Midsummer Night's Dream.' During a rehearsal pupils were enthusiastic and in only the second session with a script, they were already beginning to interpret the characters and present them with expression. During the public workshop before some parents and a large section of the school, the standards of speaking were variable, with some pupils speaking very well and confidently, whilst others had not yet learned to project their voices and were almost inaudible. Standards were satisfactory, overall.
5. In reading in Year 6, pupils benefit from the regular 'Reading Roundabout' sessions and these are effective in promoting their interest in reading. As a result, all pupils have positive attitudes, reporting that they like reading and read regularly. Whilst the standard of reading varies considerably in such a large age group, the general level is good. Given their starting point, all pupils, including those with SEN, are achieving very well. In guided reading sessions, pupils read a variety of texts including magazines, novels and non-fiction. Below average pupils learn the skills they need to read more fluently, whilst above average readers are quite at home in visiting bookshops and read advanced texts such as 'Lord of the Rings'. These pupils are able to recall

the plot and talk about how the author creates magical characters.

6. In Year 6, pupils produce a satisfactory range of writing and are achieving well. They write with a joined script and although their work is generally neatly presented, handwriting is often not well formed. Their sentences are often well constructed in both fiction and non-fiction writing. One pupil identified as 'average' wrote this clear introduction for homework: *"Guinea Pigs are small, plump animals, timid and gentle and easy to raise and keep. They had first been found by the Inca Indians of Peru"*. Work in pupils' books indicates that pupils are making good progress in the effective use of vocabulary and correct punctuation in these classes as a result of the good teaching. Literacy is beginning to be used effectively in some other subjects of the curriculum, such as in history and design and technology.
7. In mathematics in Year 6, standards are above average and pupils are achieving very well. They represent an improvement on those reported at the last inspection. In this large cohort of five classes, pupils of all abilities are challenged well and benefit from the arrangements where they are taught in groups matched to their prior attainment. All pupils, including those with SEN and those from minority ethnic groups, are making good progress. Most pupils are able to calculate the perimeter of irregular shapes and to explain how they arrive at their answer. They are confident when solving problems involving 1000s, 100s, 10s and units and know how to use correct methods in predicting sensible answers. All pupils, including those in the lower group, have good understanding of mathematical vocabulary, such as 'properties', 'perimeter' and 'right angle'. This good vocabulary is particularly well developed amongst higher attaining pupils. These pupils have a very good grasp of mental strategies and work in their books indicates they are confident in their understanding of essential concepts such as place value to 1000s and 100s, the four rules of number (addition, subtraction, multiplication and division) and more advanced concepts such as probability. The use of numeracy in the rest of the curriculum, although improved since the last inspection, is still not emphasised enough.
8. In science, pupils' standards in Year 6 are broadly above average and are higher than the 2002 national test results would suggest. All pupils, including those with SEN, are achieving well in relation to their attainment when they entered the school in Year 4. This is a result of good teaching, together with the emphasis placed by the school on teaching the correct scientific vocabulary and in presenting data appropriately. Pupils produce good work writing up the results of their investigations and using appropriate technical vocabulary. Effective notes, explaining the meaning of some of the most common concepts and phrases, support this good work. In a lesson of exceptional quality in Year 6, pupils showed a very secure knowledge of electrical conductors and insulators and used this knowledge effectively in planning an investigation to find out which objects conduct electricity. They were able, both to give reasons for their predictions and record data that enabled them to accept or reject their original prediction. They were able to state confidently what they had learned from the experiment.
9. In information and communication technology (ICT) in Year 6, standards are broadly in line with those expected for pupils of this age - similar standards to those reported at the last inspection, but there is a wide range of attainment in this large year group. However, because the computer suite was unavailable for much of last year as a result of the refurbishment of the school, and the need to move classrooms periodically, the range of work is narrower than is usually expected. Most pupils have satisfactory standards in word processing, graphics and publishing skills and are able to operate an appropriate range of programs. There is some catching up to be done on developing pupils' knowledge and experience of simulation, modelling and processing data. Recent improvements are having a positive impact on standards and the majority of pupils, including those with SEN and those with EAL, are making good progress and are achieving well. Generally the technology is insufficiently used to help pupils learn in most other subjects.
10. In most other subjects, where there is evidence to judge, standards are above those expected for pupils' ages. The exceptions are in French, where pupils' standards and their achievements broadly meet the standards implicit in the context of the course. In physical education standards are at expected levels and pupils are achieving satisfactorily. In music, pupils benefit from the teaching of an outstanding specialist and standards are well above those normally expected. In

art and design, whilst there is insufficient evidence to make secure judgements, pupils' work on display in classrooms and around the school, suggests that it is better than the normal standards expected.

Pupils' attitudes, values and personal development

11. In the nursery and reception classes, children develop positive attitudes to school. In the nursery, children quickly learn the agreed rules, such as being nice to each other. They share activities and begin to make choices independently. In reception, children continue to follow the agreed rules. They develop good levels of concentration and they work increasingly well as a group. Children become particularly good at pursuing their activities over a period of time. Children with SEN who have behavioural difficulties respond well to their teachers' high expectations and develop positive approaches to learning. Children from families where other languages are spoken at home become increasingly confident and begin to mix well with others as they begin to acquire basic English. However, they would benefit from more specialist support.
12. Throughout the rest of the school, pupils with SEN show consistently positive attitudes to learning. They respond well to the good teaching and encouragement they receive by completing tasks and showing an interest and pride in what they are doing. Pupils identified with behavioural difficulties work increasingly constructively as they get used to school routines. Pupils with EAL generally behave well, listen well in lessons and respond well to their class teachers; similar behaviour and attitudes as the majority of pupils in the school. In withdrawal groups the pupils listen and behave well and show an interest in what they are doing and respond well to their teacher's expectations of good behaviour.
13. Pupils' personal development and relationships throughout the school are good. There are very good relationships between adults and pupils with EAL and between pupils of all cultural and religious backgrounds. A recently arrived French girl says that she finds the other pupils friendly and they help her when she doesn't understand. During assemblies and in lessons in personal social and health education (PSHE) they reflect on different emotional and moral issues with respect and insight. For example, they consider the needs of disadvantaged members of society and follow this up by positive action through fund raising projects. Pupils relate well to each other both in lessons and outside the classroom. Learning is extended well because pupils are able to work productively in small groups and their good listening habits allow them to contribute answers and share ideas in discussions with confidence. Pupils elected to the School Council take their roles seriously and discuss issues relevant to the life of the school. Currently they are surveying their classmates' opinions about the development of the playground. As one observant representative from Year 6 said, *"We have to think about the future and the future is that this is now a full primary school"*.
14. Pupils in all classes have good attitudes towards learning and this consistency reflects improvement since the last inspection. In lessons, pupils work hard, take pride in their accomplishments and respond well to the good teaching. A typical example was observed in a numeracy lesson in Year 6, where pupils confidently asked and answered questions and then moved on to their written work with a sense of purpose. Parents confirm that their children like going to school. Pupils' good level of enthusiasm is also reflected in their active participation in the full range of clubs and extra-curricular activities available to them.
15. Overall, behaviour in lessons and around the school continues to be good with the school being an orderly and pleasant community with a good atmosphere for learning. Pupils have a good sense of right and wrong. Each class formulates its own rules to help further the importance of good behaviour. Pupils accept sanctions for misbehaviour and also work hard to earn house points for the weekly trophy or table points in their classrooms. Bullying, or perceived bullying, occurs only rarely and is addressed immediately within the guidelines of the anti-bullying policy. However, there is a small minority of pupils who have difficulty following the rules and at times are uncooperative or unsettled during lessons. Teachers are skilful at managing misbehaviour and ensure that learning for all is not interrupted. A few parents expressed concern about misbehaviour among older pupils at midday. Behaviour in the lunchroom and outdoors is boisterous but good-natured and the high level of adult supervision ensures that rules are complied with and any lapses are corrected quickly. Pupils come from a wide range of ethnic and cultural backgrounds and there is a high level of racial harmony, but there are insufficient opportunities for them to celebrate the backgrounds of all of the pupils. Although there were 13 exclusions last

year, these were all in Year 7, an age group no longer in the school.

16. Pupils' attendance is unsatisfactory and is slightly below the national average. The reasons are twofold: some families take their holidays during term and a few parents allow their children to remain home for no valid reason. There are a few persistent late arrivals in the morning but most pupils are prompt and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching has improved since the last inspection when although 70 per cent of lessons were good or better, seven per cent were unsatisfactory – all in Year 7. In this inspection, there was no unsatisfactory teaching and 76 per cent was at least good with 40 per cent being very good or better. This is a significant improvement since the last inspection when 18 per cent was very good or better.
18. Besides the absence of the weaknesses in Year 7, the school attributes the improvement in teaching to a number of factors, including the following:
 - a high turnover of teachers in the past two years, with teachers of higher quality replacing those who left, leading to a strong team of well-qualified teachers who are committed to high standards of teaching;
 - governors facilitating the ability of the senior management team to attract high quality staff by agreeing to offer an additional rewards package as a recruitment incentive. The headteacher says, "It was imperative to attract the best teachers in order that the school offered the best possible education in a very competitive area"; and
 - monitoring of teaching by the senior management team and some of the subject co-ordinators.

The inspectors agree that these elements have been crucial in making the teaching better.

19. Teachers and learning support assistants take account of the needs of all groups of pupils well. The teaching of pupils with SEN is good and they are supported well. Particular strengths of this teaching include good organisation and planning, a consistent and structured approach to classroom management and a careful match of task to pupils' ability. As a result, the majority of pupils are clear about what is expected of them and they complete their work successfully. However, in a few cases when pupils have more extreme learning difficulties, too much reliance is placed by the teachers on the learning support assistants, some of whom are not fully trained and in these instances, pupils are not fully included in the lesson. During the inspection the special educational needs co-ordinator (SENCO) was absent on sick leave; it is therefore not possible to judge the quality of the SENCO's teaching.
20. Pupils in the first stages of acquiring English as an additional language receive good individual language support in withdrawal groups. The specialist teacher makes good use of challenging vocabulary and knows the pupils' individual language needs well. She has high expectations of the pupils' work and behaviour. There are good relationships between the teacher and the pupils, and good liaison with class teachers, so that the lessons in withdrawal groups are consistent with what is being taught in classes. In groups, there is a tendency to allow the more articulate and confident pupils to dominate lessons at the expense of the contribution of others and, on occasion, a failure to ensure that every opportunity is taken to engage all the pupils in shared reading activities.
21. All teachers rightly consider themselves as having the prime responsibility for meeting the needs of all groups of pupils, not just those with SEN or EAL. They are committed to equality of access and opportunity and all pupils therefore have full access to the whole curriculum. For example, the outstanding music teacher is very committed to the principles that all children should be introduced to singing early and that no child should be excluded from singing on the grounds that it is thought they cannot sing. She says, "*I am passionate that every child should be allowed to sing*". In lessons, this principle was practised fully.

22. The quality of teaching in the nursery and reception classes is good overall. Throughout these classes, the teaching of personal, social and emotional development is good. Teachers understand the child's stage of development and have high expectations of their behaviour during everyday activities and also through more structured activities such as circle time, during which, children learn to listen well to each other. As a result, children learn to make choices and work both independently and as part of a group. In other areas of the curriculum, teaching in the nursery is satisfactory, overall. Children are presented with a good range of outdoor and indoor activities. However, teaching is not sufficiently systematic in identifying and developing the next steps in learning for all children. In the reception classes, teaching is good overall, with some very good and excellent teaching. Strengths in reception include a particularly strong focus on the next steps in children's learning, the development of language across the whole curriculum and the good balance between highly focused teaching opportunities alongside those for children to experiment and have fun. This results in high achievement in all areas of the curriculum, but particularly in music, where children are taught by a specialist teacher who encourages children to listen carefully and experiment with a range of vocal sounds and instruments. In the nursery and reception, insufficient specialist support is given to the needs of children in the first stages of acquiring English as an additional language.
23. Teaching in English and literacy is good throughout the school. In Year 1, in two lessons seen, teaching is very good in one and excellent in the other. A high proportion of the teaching of the older pupils is very good. In Year 6 for example, pupils are allocated to teaching groups based on pupils' prior attainment. These arrangements work very well and are very effective. In six lessons observed in this year group, teaching is very good. In the other year groups, teaching ranges from satisfactory to very good. In the best lessons, teachers have high expectations, plan rigorously and manage pupils very well. This very good management is founded on the very good relationships between teachers and their pupils. Resources are used effectively, for example they use well chosen texts and appropriate video clips to help pupils structure their writing well. Good questioning is a particularly strong feature in some of the best lessons. In one lesson in Year 6, the teacher was aware that, because of absence, one of her pupils had missed some literacy sessions. *"Who can tell me what we have been learning in literacy this week?"* This question led, to a shoal of hands being raised with pupils keen to say, *"Personification"*. Through more questioning the teacher ensured that the class as well as the individual pupil understood this term. The pupils in Year 6 have not had the benefit of such good teaching throughout their time in the school, which is why standards are not higher. However they are making very good progress in this year group.
24. In mathematics and numeracy, the quality of teaching and pupils' learning is good overall, with the majority of teaching being good or better. Teachers apply the National Numeracy Strategy well and plan effectively, identifying appropriate key objectives for the groups of pupils to be taught according to prior attainment. Teachers have good subject knowledge and emphasise mathematical vocabulary appropriately. They use quick-fire mental starters effectively, question incisively and present their lessons very enthusiastically. As a result pupils enjoy their lessons and maintain their concentration throughout.
25. In science, the quality of teaching ranges from excellent to satisfactory and is good overall. Teachers plan well and set out clear learning objectives so that pupils are left in no doubt about what is expected of them. They have good subject knowledge, ask challenging questions and have high expectations that pupils will do their best. This year they are placing more emphasis on the use of scientific vocabulary in pupils' work and in presenting their work in appropriate diagrammatic form. As a result pupils achieve high standards.
26. In most subjects, including English, mathematics and science, ICT is not used enough as a tool to help pupils learn for example, for reference or research. There are instances of learning support staff being used well, as for example, in a literacy lesson, where a pupil is very well supported within the classroom environment and is integrated fully into the work of the class. The support teacher's time is well used, as she is able to help a group as well as the individual pupil she is supporting. However, these good examples are relatively few. Generally the role of support staff is not clearly enough defined and the staff are not trained enough to take a more active role in helping

the teacher, for example during relatively long introductory sessions. In numeracy, for example, during the mental starters, the support assistants are not used effectively as they are not encouraged enough to help the below average pupils identify strategies to solve the problems.

27. In other subjects the quality of teaching is variable, although never less than satisfactory. In French and physical education it is satisfactory and is good in geography, history and ICT. In design and technology it is very good, whilst in music it is excellent. There is insufficient evidence to judge the quality of teaching in art and design.
28. In the questionnaire, the vast majority of parents were happy with the quality of teaching. At the meeting parents were happy with the quality of homework, although in the questionnaire a minority of parents was less happy. Inspection found that homework is given regularly, particularly in English and mathematics and is generally better than that given in similar schools. It is making a positive contribution to helping to raise standards, particularly in pupils' writing. Although there is some variation in the quality of teachers' marking it is generally good, showing pupils how to improve their work and, on occasion, challenging them to think more deeply about what they are writing. In an English script, the teacher wrote, "*What do you mean by formal?*" to which the pupil replied in writing, "*It's not slang*". Other good examples of marking include comments that make clear whether pupils have completed tasks well and explain what they can do to improve their performance.

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

29. The quality and range of learning opportunities for children in the nursery and reception classes is good, overall. In these classes children are given opportunities to use a wide range of activities. Provision in the nursery is not as effective because daily planning does not include sufficient detail about what children are expected to achieve in their choice of activities and on occasion this places a ceiling on their learning. In the reception classes, provision is good, as there is a greater emphasis on how activities are used to promote particular learning skills and this results in high achievement in all areas of the curriculum. Curricular provision in music, taught by a specialist, is consistently of a very high standard.
30. In the rest of the school, the curriculum is broad and balanced in meeting pupils' needs. Subjects are taught in accordance with the National Curriculum. Statutory requirements, including those in design and technology (DT), are fully met, which was not the case at the last inspection. Teaching and learning in this subject are now good. The use of numeracy in other subjects of the curriculum has improved since the last inspection, but not enough has been done in this regard.
31. French is taught in Years 3 to 6, but progress is not as good as this provision might suggest, as its effect is negated by the lack of an experienced, fluent French speaker. This leads to some flaws in basic grammar and pronunciation. Curriculum enrichment afternoons, for this age group provide a full range of arts education, including music, dance, drama, DT and art. During inspection, pupils in Year 6 staged a very good performance of a workshop centred around 'A Midsummer's Night's Dream'. Provision for ICT has improved since the last inspection with a new computer suite being opened and teachers benefiting from recent training. However, the use of ICT as a tool to help pupils learn in other subjects has still to be fully developed. Schemes of work are in place for all subjects; and lesson and longer term planning are well established. Since opening as a primary school in September, it has done well to provide a full curriculum to all its pupils.
32. Equality of access and opportunity is good. Provision for pupils with SEN is good and fully meets the new legal requirements. Identification of pupils' needs is carried out as early as possible to ensure they have full access to the curriculum to meet their needs. Class teachers write pupils' individual education plans (IEPs) and these are reviewed on a regular basis with the SENCO, but the effective use of support staff would ensure more consistent progress for these pupils. Individual education plans are carefully written but the written targets for learning are variable in quality. Some are succinctly written and therefore helpful in clarifying what pupils need to know and do.

Others are less clear and do not contribute as effectively to the quality of teaching and pupils' learning. The school has not yet used the opportunities provided by the new legal requirement to reduce the paper work and concentrate more on developing further the curriculum provision.

33. Pupils with EAL have full access to the National Curriculum although younger children would benefit from more direct support in the nursery and reception. Withdrawal is normally for parts of lessons only and the work undertaken in withdrawal groups, taught by a teacher funded by the Ethnic Minority and Travellers Achievement Grant (EMTAG), is closely linked to that in classrooms. Some work that is set in withdrawal groups is continued in lessons where related work is taking place, for example, work on specific vocabulary for science lessons. There are opportunities for these pupils to be able to write in their own language as well as English in order to give them support and confidence. This has been effective practice for a French pupil recently arrived in Year 6 who is making good progress with her written work.
34. Extra-curricular provision is satisfactory. There is a raft of activities ranging from choir and orchestra, (who have performed at the Royal Festival Hall), to a jewellery club run by parents, with art, dance and football clubs, plus participation with local charities. Because of the transition to primary school, many activities are still in the process of becoming established. The school regularly participates in inter-school sports competitions. Years 5 and 6 make trips to Normandy and the Isle of Wight for cultural and geographical enrichment. Visits are made to local churches and mosques. Black History week is celebrated annually and the school recently participated in the local authority's Urban Bloodline Project. Pupils also experience Hindu dance, African drumming and the making and tasting of meals from different cultures.
35. The overall provision for pupils' spiritual, moral, social and cultural development is good, with provision for spiritual and cultural being satisfactory. The school's aims are well supported by this provision, the quality of which has been maintained since the last inspection.
36. There is sound provision for pupils' spiritual development. Opportunities for pupils to reflect on different emotions and beliefs occur in assemblies and in lessons in PSHE. Themes relevant to current issues at the school are explored during whole school and class assemblies and provide an understanding for each other's feelings and beliefs. For example, during an effective Circle Time session in Year 1 pupils talked about what made them happy and the teacher extended the discussion so they could work out what they could do to make someone else happy. Opportunities to develop spiritual awareness in subjects are not specifically planned for but do take place as the result of individual teachers' own expertise. Outstanding music lessons along with singing performances allow pupils of all abilities to experience its creativity and beauty. Reading for pleasure is promoted appropriately when pupils are encouraged to sample different books during 'reading roundabout' in English lessons.
37. Provision for pupils' moral development is good. The assertive discipline policy for pupils in Years 3 to 6 is matched well to their needs. The home diary that tells parents about behaviour and effort on a daily basis supports it effectively. Younger children follow a less detailed behaviour code that is suited well to their age group. Pupils know what is expected of them and this is reinforced well by the consistent way in which teachers apply sanctions and rewards. Similarly, teachers ensure that pupils are attentive and listen to each other during discussions. Responsibility, loyalty and competitiveness are promoted well by the House System that is a strength in developing pupils' moral and social understanding and reward schemes. This makes a significant contribution to the school's family ethos and atmosphere.
38. Provision for pupils' social development is also good. Promoting the life of the school as a community is aimed to include all pupils and help them develop their personal qualities. Younger pupils are encouraged to share toys and equipment and to play fairly when they join the school. The Student Council provides leadership opportunities for its elected members. Pupils are assigned different jobs in their classrooms to help them become more responsible and prefects from Year 6 play with younger pupils in a quiet corner of the playground at lunchtime. Good opportunities to extend pupils' social skills also occur in music lessons and extra-curricular clubs and class journeys and residential trips. In addition, pupils take part in fundraising for national and

local charities and civic activities with the local council. The positive atmosphere established by the staff creates a pleasant learning environment throughout the school where pupils learn to respect each other.

39. Provision for cultural development is satisfactory. Music is taught to a very high standard and pupils are exposed to a range of traditions and play instruments from other cultures. The school choir, 'The Priory Young Voices' performed successfully at the Music for Youth National Festival at the South Bank Centre. Opportunities to extend pupils' cultural awareness are supported by the annual Book Week and class trips to theatres and historical sites. There are also residential trips to the Isle of Wight and to France. Black Culture Week immersed the whole school in different projects to enhance their appreciation of African, Caribbean and Asian cultures. This well planned week was part of Black History month and included an interesting range of visitors and activities. Pupils understand their own culture well and are keen participants in the weekly curriculum enrichment afternoons that provide planned effective opportunities to enhance the curriculum. The rich and diverse ethnic background of all of the pupils is not yet promoted to be fully effective as a resource to extend pupils awareness of Britain's diverse society. The projects created by pupils based upon Panchatantra, display a high level of interest in these Indian fables that were explored during curriculum enrichment. However given the rich cultural diversity of its pupils, such opportunities to celebrate this diversity in the curriculum are not as frequent as might be expected.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. This is a very caring and supportive school where the well being of all pupils is important to all members of staff. The arrangements for child protection and pupils' welfare are good and have improved since the last inspection, with the school following the guidance from the local authority's policy. The Deputy Headteacher is the designated person for child protection and is supported by the Headteacher. Members of staff are regularly updated regarding any amendments to procedures and their role in providing for child protection in school.
41. At present there is an adequate number of staff trained to administer first aid. However, the school is keen to organise additional training to increase the number of full-time staff with first aid qualifications. Arrangements to care for pupils with specific medical needs are well established and pupils who become ill at school are cared for in the medical room as they wait for a parent to collect them. Pupils in Year 6 have the opportunity to meet with the school nurse each week to discuss any concerns privately. The governors' premises committee is active in identifying and correcting health and safety issues and is supported well by the site manager. Risk assessments of the building and site are up to date and are carried out frequently. One area for improvement are the seven metal pillars supporting the overhanging roof on the nursery playground that do not have protective padding on them.
42. The procedures to monitor and improve attendance are good. Registers are called promptly at the beginning of each session and recorded electronically. Attendance figures are reviewed weekly and the education welfare officer visits each week to help encourage regular attendance. Pupils who arrive late in the morning sign in and, if appropriate, are sanctioned according to the behaviour policy. Parents are reminded continually about the importance of prompt, regular attendance and are advised not to take family holidays during term. However, a number choose to ignore the school's request and persist in taking their children out of school for holidays. The school is aware that it needs to focus its efforts both to target this minority to discourage it from this practice and also to target the few families that fail consistently to send their children to school. Pupils who have perfect attendance during a term are rewarded with certificates.
43. Procedures for checking on and promoting good behaviour and eliminating oppressive behaviour are very good and have improved since the last inspection. The Traffic Light System for pupils in Years 3 to 6 is well planned and specific with clear sanctions and rewards that are relayed to each parent every day. The behaviour policy for children in the nursery, reception and Year 1, has been modified to make it more suited to their needs. Teachers have high expectations of behaviour and

implement the policy with little interruption to teaching activities. Teachers apply sanctions and rewards fairly. The headteacher plays a leading role in monitoring incidents of misbehaviour and working with pupils and their parents to improve behaviour at school. Class teachers know their pupils very well and keep good records of their personal development. Teachers show care and consideration for their pupils and the pupils know which teachers to approach if they have any personal concerns. This academic year there have been no exclusions.

44. Procedures for assessing and monitoring pupils' attainment and tracking their progress in English and mathematics, including the progress of pupils with SEN are very good. Pupils with EAL receive effective support from teachers, classroom assistants and in withdrawal groups. There is however a lack of careful screening of language needs of new arrivals. Since the last inspection the school has maintained robust systems to gather and analyse data and it continues to use this information well in planning how to raise pupils' attainment further. The school uses a well-planned programme of standardised and national tests very effectively and analyses the results rigorously. From the evidence of the test results, pupils are grouped in English and mathematics and are set appropriated learning targets. Whilst these procedures are clear and consistent in English and mathematics, the picture is mixed in the other subjects and in some cases little evidence of pupils' attainment and progress is formally recorded. The school is aware of this shortcoming and is considering the best way forward in developing and implementing a consistent approach throughout the school to cover all subjects. Another shortcoming is a lack of day-to-day assessments being linked to key learning objectives in other subjects, in the way that they are so successfully in English and mathematics.
45. The practice of assessing pupils' progress against specific learning objectives in English and mathematics, on a day-to-day basis, is having a positive impact on the rate of pupils' learning. The system is easy to use and the simple colour code system identifies when pupils have achieved an objective, when they need to consolidate their learning and when they have not grasped the concept. This enables teachers to match the work more effectively to their pupils' needs. In the teaching of literacy in Year 1, for example, above average, average and below average pupils benefit from a programme of work being appropriately targeted to their needs.
46. As a newly designated primary school, suitable procedures are in place to assess children's attainments when they enter the nursery and reception. There are appropriate arrangements to track children's achievements in the nursery. In the reception classes children's progress is checked on regularly to help them move forward.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have very positive views of the school. The effectiveness of the school's link with parents is good and reflects the importance the school places on this partnership. The home school agreement is signed by all families and formalises effectively the responsibilities that parents and the school share in supporting their children.
48. The quality of information provided by the school for parents is good. The governors' annual report and very attractive new prospectus contain the required information and are friendly and easily accessible. The end of year reports to parents about their children's progress are informative, meet requirements and include results from statutory and non-statutory national tests. The home diary is unique in that it is updated daily by parents and the class teacher and provides ongoing information about the quality of each pupil's behaviour. Two newsletters from the headteacher are issued each term and these are supplemented with curriculum information, letters from class teachers, the music teacher and a newsletter for parents with younger children. A display board outdoors and another in the main entrance are also kept up to date. There are planned meetings each term for parents to discuss their children's progress and their targets for improvement. Class teachers and the headteacher are friendly and easy to approach. The needs of parents who do not speak English are met well by members of staff who are bilingual, other parents, siblings of pupils and the local authority's translation service. There are good informal links with parents at the beginning and end of the school day and good relationships between parents and teaching staff.

49. The impact of the parents' involvement on the work of the school is good. A number of parents, particularly those of younger children, volunteer to help in lessons on a regular basis. They are well directed and provide important help with reading and for pupils working in groups and also accompany classes to swimming lessons. Volunteers from the Kingston and Merton Business Education Partnership are active in their support of the school and help with reading, mathematics, computers and helped with decorating classrooms during the summer term. Parents support the school's homework policy and many parents read regularly with their children at home. Parents believe that the school is helping their children become more mature and responsible.
50. Parents provide important financial support through the activities of the Friends of Priory School. The committee is a well-organised group of volunteers, determined to play their part in the current transition to a full primary school. There are social and fundraising events throughout the year including good support for Book Week and the Summer Fair. Most recent donations to the school included televisions and video recorders for each classroom. Parents are very enthusiastic about improving the playground and field and are providing specialist plans along with a commitment to raise the necessary funds.
51. Good parental links are established in the nursery and reception. Home visits are made to all families before they enter the nursery and parents are encouraged to complete a suitably detailed form on their child's stage of development. The good relationships established are built upon effectively through the informal, friendly atmosphere in the nursery when parents bring their children in at the beginning of a session. These links are further extended in reception by termly newsletters and a very good information sheet on the content of the half-term curriculum with suggestions as to how parents might help their children. Both nursery and reception have an informative and friendly parents' notice board. Reception have a particularly effective home-school book which encourages parents to participate in activities with their children that promote language and understanding, for example going on a "shape walk" with their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Despite considerable upheaval during the last two years because of extensive building works in preparation for conversion to a primary school, there is a very positive ethos that reflects its aims and values well. This is because of the very effective leadership of the headteacher, supported well by the rest of the senior management team (SMT) that consists of the deputy head and two assistant headteachers. Her leadership ensures very clear educational direction for the work of the school. She has a clear vision saying, *"I want this to be the best school in the area. I know very clearly where I want to be – I want this to be a thinking school where children become active rather than passive"*. She has successfully secured the commitment of her staff to this vision. All members of staff therefore, are fully committed to improvement and to ensuring that it does its best by all of its pupils. She has managed the transition from middle to primary school very well and had already identified most of the areas for improvement identified in this report. Although there has been very high teacher turnover during that period, the headteacher reports that the general quality of the new staff has been much higher than that previously in the school. She has been very successful in creating and maintaining high staff morale and in building a high performance team. As a result, there is a warm, welcoming atmosphere in the school. She adopted a very positive attitude to the inspection, which, taking place near the beginning of the life of the new school, she viewed as a consultancy but without the costs. This attitude was also reflected in the positive views of the staff. Overall, where it is possible to draw comparisons with the previous school, the action taken since the last inspection has been good.
53. The management of the school is good, overall. The monitoring and evaluation of the school's performance is good and effective action is taken as a result. For example a programme of regular tests is implemented across the school that monitor the pupils' attainment in literacy and numeracy. The results of these tests are used very effectively to track pupils' progress through the school and to identify strengths and weaknesses in their performance. Individual levels of attainment are predicted, targets are set, and groups based on attainment are formed, using this data. So far these procedures have been focused on English and mathematics but the school is

placed well to extent them to other subjects over time. The two assistant heads have year group responsibilities, one with responsibility for co-ordinating the year groups from the nursery to Year 1, (to be extended to Year 2 next year); the other for co-ordinating Years 3 to 6. The assistant head teachers are hard working, talented individuals who are committed to school improvement. One of them commented, *"I have a passion to help colleagues improve."* They take the lead in monitoring standards in their respective year groups. For example they have monitored teaching and planning and have been concerned to establish a consistency of approach in areas such as assessment, behaviour and marking of pupils' work. This is a new school, but in practice, the assistant heads are not yet sufficiently involved as full members of the SMT as a series of meetings with set agendas have not yet been initiated, although it is the intention for them to take place as soon as possible. Their involvement in development planning therefore is restricted; for example the full SMT as yet, has not drawn the whole school plan together nor prioritised issues, although subject co-ordinators have identified appropriate areas for development. They are also restricted in the information they are able to communicate to their staff as they are not consistently fully appraised of developments. Most of the subject co-ordinators are new to their role and with the exception of literacy and music, they are not yet fully developed. The headteacher is fully aware that the roles of staff with management responsibilities, from the assistant headteachers down, are in the early stages of development and are not yet fulfilling their functions fully effectively or to the level of their ability. New teachers are inducted well and the school has the potential to be a good resource for the training of new teachers, although currently this is not the main priority for the school.

54. Although this is a new primary school, the governing body for the former middle school has continued in its role in the new school. It is therefore very experienced. The chair of governors for example, has been a member of the governing body for approximately 25 years and has been chair for about seven years. The governing body is very supportive and fulfils its statutory responsibilities well. It has approved a written policy on race equality. Appropriate procedures for performance management for example are in place. Although training has been provided for the SMT and music teacher and objectives have been set, performance management for the remainder of the staff has been deferred until the New Year because of the school reorganisation. The governors have a good understanding of the school's strengths and weaknesses and act supportively but effectively as a 'critical friend'. They are effective in shaping the direction of the school and agreed at the request of the SMT to award additional points and incentives in order to attract high quality staff in an area where there is a shortage of teachers. Much of their time recently has been taken up with planning the building programme and supporting the SMT in managing it.
55. The school is fully committed to meeting the needs of all pupils. The management of SEN is good overall. The SENCO has a clear understanding of the procedures and he works closely with the headteacher and outside agencies to ensure good provision, particularly for those pupils who require additional resources to those provided by the school. The designated budget for special needs is spent appropriately on enabling smaller teaching groups and additional support staff. Additional resources, such as specialist computer screens, are purchased from the school's overall budget. Regular team meetings ensure a reasonable degree of consistency in the identification of pupils with SEN. The use of individual education plans (IEPs) to check on pupils' progress is unnecessarily onerous for the SENCO, as the school does not use group IEPs nor uses a less time consuming method such as checking on pupils' progress in lessons. The SEN policy has been reviewed to meet the new requirements but there is insufficient identification of training needs for learning support assistants and no mention of a complaints procedure.
56. The co-ordinator for EAL has been recently appointed and has done much to collect information, analyse data and arrange appropriate support for the limited number of pupils identified as being in the first stages of acquiring English. The co-ordinator is enthusiastic about her role and gives helpful support and advice to other staff. She has identified clear and appropriate targets for the improvement of her area of responsibility. However, she has not as yet received training for this role and does not have a job description in which it is clearly defined. As a result the school lacks arrangements for the screening of all new arrivals at whatever age to the school, for whom English is an additional language. On occasion, this can lead to a lack of clear distinction between the

needs of pupils acquiring English as an additional language and that for pupils with SEN.

57. Financial planning is good and grants are used for their specific purposes. The finance committee of the governing body meets regularly and has detailed accounts supplied by the school finance officer, that enable it to check income against expenditure. The governors have retained a large contingency fund as there is still a significant amount owing on the building. The local education authority will also use 'clawback' to reduce the budget as the role is not as high as was assumed when the budget was originally allocated. There is also further building and decoration to be undertaken. At present, difficulties with the technical compatibility of ICT systems make accounting difficult, but this is overcome by close regular scrutiny of accounts on a monthly basis to ensure the smooth running of the school. All recommendations raised in the 2000 local authority auditor's report have been addressed satisfactorily.
58. There is satisfactory use of new technology, both in the administrative section and throughout the school. The office manager, finance officer and assistant and administrative assistant manage the day-to-day administration well, enabling the school to run smoothly. The site manager provides helpful support to the school beyond the strict limits of his contract.
59. The quality and number of teaching staff are good, overall. The number of support staff is good but many such staff have not been sufficiently trained to be fully effective. In some classes insufficient planning takes place between teaching and support staff and they do not have a clear idea of what they are expected to do. The school has been converted well into a primary school and accommodation is good. It is very good in the nursery and reception classes and for music. There are specialist areas for art and design, music and ICT, two halls and a large library, although the range of fiction and non fiction books tends to reflect the school's previous history as a middle school and is not yet adequate for the needs of the current age range. The school is addressing this issue and has made a good start in adapting the library to meet the needs of younger pupils. There are some dual language books available, but the supply is very limited considering the number of languages spoken in the school. However, the school is well resourced, overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. To raise standards and improve the quality of education, the headteacher, staff and governors should:

I. strengthen the effectiveness of the role of staff with management responsibilities by:

- ensuring that the assistant headteachers are fully involved as members of the senior management team, including development planning; and

(paragraph 53)

- ensure that all subject co-ordinators are given time and, where necessary training, to manage their subjects to ensure consistency of practice.

(paragraphs 56, 65, 94, 103, 111, 115, 125)

II. extend the use of ICT as a tool to help pupils learn in other subjects by:

- improving teachers' and pupils' awareness of the benefits and potential of the technology in other areas of the curriculum; and

(paragraphs 9, 26, 31, 87, 93, 98, 103, 107, 111, 120)

- providing more monitoring of the use of ICT in the curriculum.

(paragraph 125)

III. improve the effectiveness of all learning support staff by:

- providing appropriate training so that all staff can fulfil their roles; and

(paragraphs 19, 26, 32, 36, 55, 59, 85, 93, 98, 119)

- ensuring that teachers plan with support staff so that they are clear about their roles in individual lessons.

(paragraphs 55, 59)

IV. raise the levels of attendance up to those of the national averages by:

- devising systems and procedures that target and discourage 1) families taking their children on extended holidays in term time and 2) the few persistent non-attenders.

(paragraphs 16, 42)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

- provide more specialist support for EAL children in the nursery and reception and for new arrivals;

(paragraphs 22, 33, 44, 56)

- ensure books in the library match the age range and ethnically diverse backgrounds of the school's pupils;

(paragraphs 59, 88)

- continue to develop numeracy across the curriculum; and

(paragraphs 7, 30, 94)

- provide more opportunities to celebrate the cultural backgrounds of all pupils.

(paragraphs 15, 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	64

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	7	25	29	19	0	0	0
Percentage	9	31	36	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	279
Number of full-time pupils known to be eligible for free school meals	N/A	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	92

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.4
National comparative data	5.1

School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	61	59	120

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	45	51
	Girls	45	41	47
	Total	88	86	98
Percentage of pupils at NC level 4 or above	School	73 (76)	72 (65)	82 (82)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	45	46
	Girls	47	40	46
	Total	84	85	92
Percentage of pupils at NC level 4 or above	School	70 (N/A)	70 (N/A)	77 (N/A)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
113	5	0
0	0	0
23	2	0
7	0	0
1	0	0
2	0	0
7	0	0
11	0	0
13	0	0
12	0	0
10	0	0
25	0	0
26	2	0
16	2	0
04	0	0
06	2	0
06	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.4
Number of pupils per qualified teacher	16.03
Average class size	23.2

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	167.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	27
Total number of education support staff	2
Total aggregate hours worked per week	62.5
Number of pupils per FTE adult	17.6

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	20
Number of teachers appointed to the school during the last two years	14

Financial information

Financial year	2001/2002
	£
Total income	1,273,528
Total expenditure	1,197,750
Expenditure per pupil	2668
Balance brought forward from previous year	143444
Balance carried forward to next year	219,222

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	4	0	0
My child is making good progress in school.	51	42	4	1	2
Behaviour in the school is good.	42	46	6	4	2
My child gets the right amount of work to do at home.	46	34	13	2	2
The teaching is good.	57	39	1	1	1
I am kept well informed about how my child is getting on.	50	38	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	58	36	3	2	1
The school expects my child to work hard and achieve his or her best.	57	37	4	0	1
The school works closely with parents.	44	44	7	1	3
The school is well led and managed.	53	35	6	1	5
The school is helping my child become mature and responsible.	48	43	5	1	2
The school provides an interesting range of activities outside lessons.	37	35	9	4	12

Summary of parents' and carers' responses

Although a minority of parents in the questionnaire was not happy with homework, these views were not reflected at the parents' meeting, where all comments were positive. Inspectors agree with these parents and found homework to be generally better than that normally found. Parents at the meeting were also more positive about the information concerning their children's progress. Inspectors also agree with these views and found the school reports to be good. They found the range of activities outside of lessons to be similar to those in other schools.

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

61. Provision in the nursery is satisfactory. In the reception provision is good overall, with aspects that are very good and excellent. The nursery class was opened in September 2002 and provides a secure environment within which children learn. There is a solid planning framework from which to further develop children's learning. The reception class was opened in September 2001 as part of the school's transition to a Primary school and now has two classes with a well established curriculum based on nationally recommended guidance. This is well focused on the way in which children learn, particularly in music and aspects of language development. Overall the curriculum provision for young children is good.
62. Children enter the nursery on a part-time basis either mornings or afternoons, in the term after their third birthday. During the inspection there were 26 children in the morning and 27 in the afternoon, although when the nursery is full there will be the full-time equivalent of 52 children present in each session. The nursery teacher is assisted by one nursery nurse in the morning and two nursery nurses in the afternoon, when additional support is required to support children with special educational needs (SEN). The children, therefore, benefit from a ratio of at least one adult to 13 pupils but this rises to one adult to nine pupils when children require additional attention. This provision is adequate. Children enter reception in September if their fifth birthday occurs between September and the end of March. If it occurs from April onwards they are admitted in January. During the inspection, the adult to child ratio was better than that in the nursery, with up to four adults to 26 children for most of the time. This is good provision. This ratio of adults to children will decrease as more children move into reception during the year.
63. Teaching is good overall, with two out of three lessons being good or better. However, there are differences between the nursery and reception. In the nursery, teaching is broadly satisfactory, but 22 per cent of lessons are good. In the reception, teaching is good overall, with 92 per cent of lessons being good or better and 46 per cent of lessons being very good or excellent. In the nursery, teaching is good in personal, social and emotional development. All children, including those with SEN and with English as an additional language (EAL) make good progress and achieve well by the time they enter reception. Children respond well to the good routines established in the nursery and to the good relationships that the teacher has developed with them, along with the support staff. Teaching in all the other areas of learning is satisfactory. The teacher presents a well-selected range of activities and children are encouraged to make preferences and there is some directed time at the end of each session for whole class and group interaction. However, on a daily basis the teaching concentrates on provision of activities and gives less attention to exactly what children are going to learn. The teacher and nursery nurse encourage the development of particular areas but do not focus their time sufficiently on the next steps that children might take. As a consequence, children are good at choosing activities but do not have the experience to get the most out of activities where there has been no recent teacher input.
64. In the reception, the teaching is good overall in all areas of development and excellent in those aspects of creative development related to music. All children, including those with SEN and EAL, learn well in reception overall, and very well in some lessons. The two teachers in reception develop and share their planning which is clearly focused on building on children's previous understanding, knowledge and skills. The use of language is developed consistently and effectively within all areas of learning and teachers consciously broaden children's vocabulary by encouraging children to think of new words, and praising children for using good or interesting words. As a consequence, all children enjoy using language. Music is taught by a specialist and children achieve unusually high standards in this aspect of the curriculum. Overall, children are on course to exceed the Early Learning Goals in all areas of learning.
65. The nursery and reception classes have been well developed as a result of the building

programme. The outside area for each year group is safe, inviting and has a good range of play equipment. Resources are good in all classrooms. The co-ordinator is aware that there is a need for further monitoring and co-ordination between the nursery and reception in order to achieve consistency of practice in both planning and teaching approaches. There has been some monitoring by the co-ordinator, but as yet there has been insufficient time to fully co-ordinate the curriculum across both year groups.

Personal, social and emotional development

66. When they start in the nursery, the majority of children have average personal and social skills. Staff support them well and they make good progress. Children follow agreed rules and behave consistently well. The atmosphere in the nursery is encouraging and supportive. The children respond politely to the teacher when they are together as a group as, for example, in story and rhyme sessions. Most younger children are still at the stage of development where they tend to work alongside each other rather than share ideas but they respond well to encouragement and are beginning to learn to play together and take turns, as happened during a game of "lotto". They are developing their confidence in making choices and children sometimes opt to pick up books quietly in a corner and read or use the computer individually from choice. Older children are more confident in role-play, particularly two girls who, during the inspection, took a lead in a side room as "arresting officers." Children are learning well that they are part of a group and this involves learning to share and take turns patiently. When they have a piece of fruit they willingly accept that different children will pass the fruit around and nearly all say "thank you" to the child without prompting. The children are happy and secure and are developing good attitudes to learning.
67. Children continue to make good progress in the reception classes. Children with behavioural difficulties make particularly good progress in relation to their needs. The teachers have increasingly higher expectations of children's behaviour and children learn to listen to each other for longer periods of time, develop good concentration and work increasingly as a group. They become particularly good at selecting activities and working with them over a period of time. For example, one small group of pupils worked over a period of time to build "a very strong tower" and returned excitedly to develop further their structure after a session sitting down with the class. The majority of children are on course to exceed the Early Learning Goals by the time they transfer to Year 1.

Communication, language and literacy

68. In the nursery the children give appropriate responses to questions, which vary according to their stage of development. For example, when children are asked what a book is called, or what it is about, some pupils hold their book up and show the pictures whilst others respond with the title or a few words about the book. Above average children make imaginative responses, as when a visitor asked one boy what thunder sounded like. He thoughtfully replied, "It sounds like fireworks". Children enjoy books and they respond well to the quiet time allowed for looking at books by themselves and they sit and listen with interest to stories. They also learn to hold and use pencils and trace their names reasonably confidently.
69. In the reception, where teaching is good, the teachers encourage a more precise use of spoken language and spend an increasing amount of time developing an awareness of sounds and their relationship with letter shapes and link this to the development of both reading and writing. As a result, children gain confidence in speaking, listening, reading and writing. Children speak with increasing assurance, for example, telling the visitor that their tower is "amazing" and that when building the tower "we are ignoring the stadium". As a consequence, all children enjoy using language. During a writing session one child took great delight in making up nonsense words beginning with "y" and then remembered the word "younger", which he said with great pride. They make good attempts at writing short sentences using appropriate prompts from the teacher to "listen to the first sound" and "find the letter on their (individual) letter charts." The children absorb instructions and can be heard muttering "finger space" under their breath as they create a space before attempting the next word. The majority of children are on course to exceed the Early Learning Goals by the time they transfer to Year 1.

Mathematical development

70. Teachers give less time to developing mathematical development in formal group settings than during activities that promote communication, language and literacy development. However, in the nursery, the range of “choice activities” and the good use of parental support ensures that teaching in this area is satisfactory. Older children can count up to four objects correctly and are able to count by rote to 10. Children join in number rhymes, such as “Five Current Buns” and when five children are asked to stand in line by the teacher, they count the number together correctly and if one pupil makes a mistake, the rest of the group are quick to correct. However, there is less emphasis on other aspects of mathematical development, such as using language to explore different shapes.
71. In the reception, the teachers use imaginative approaches with puppets to encourage mathematical development. For example, following the telling of the “Goldilocks” story, the teacher used bear puppets and a tin of biscuits to demonstrate and discuss ideas of ‘full’ and ‘empty’ and children successfully chose a number and counted correctly as they transferred biscuits from one tin to another. Children respond well to sensitive questioning and one pupil was able to say that: “The tin is half-full”. As a result of this good teaching, the majority of children are on course to exceed the Early Learning Goals by the time they transfer to Year 1.

Knowledge and understanding of the world

72. In the nursery, the quality of teaching is satisfactory. The teacher provides a good range of activities from which to choose such as water play, construction making and lego and baby clothes to paint, to fit with the theme of celebrations including birthdays. A few children choose to sit at the computer during each session and are confident in using the mouse but their knowledge of what a program can do varies between being good to very limited. When this happens, children fiddle with the mouse and then walk away. Similarly a few children play with water but without recent adult input, they do not consistently notice whether the containers are full or empty. Overall, children achieve satisfactorily.
73. In the reception classes, the good teaching ensures that adult support responds to children’s growing development and becomes increasingly focused on how children learn. The activities are organised to develop children’s next steps in learning in a very structured way, for example when pupils make porridge. This activity provides an opportunity for pupils to learn how to make the food, explore its consistency and choose a favourite topping from three. This is effectively linked to mathematical development when children draw faces and build up a small graph. Children achieve well and the majority are on course to exceed the Early Learning Goals by the end of reception.

Physical development

74. In the nursery children have good opportunities to use large toys and climbing equipment in the outside area and develop a good sense of space and awareness of their bodies. For example children ride tricycles with appropriate co-ordination and without bumping into other children. They also play appropriately with wooden blocks – moving and walking on them. Inside, they have opportunities to manipulate small toys, draw and write. Teaching is satisfactory. Adults encourage children to become involved but do not consistently suggest the next steps in development, such as asking children to go ‘backwards’ or ‘sideways’.
75. In the reception, the teaching is good. Children have a similar range of outside play equipment and make good use of this to develop their physical skills effectively. Children respond to the focused directions in lessons and become increasingly aware of using space well and use a range of body parts to transport beanbags in imaginative ways. One child for example, slithered on the floor with a beanbag on her back. In these classes, children handle paints and pencils carefully, when they learn particular painting skills or when they write. The majority of children are on course to exceed the Early Learning Goals by the time they transfer to Year 1.

Creative development

76. Teaching in the nursery is satisfactory. Pupils respond appropriately to the range of creative opportunities. For example, during the inspection, pupils who used paint to draw stripes enjoyed the experience and when asked about colours, the children identified the change in colour as the paints merged into each other. At a later session pupils chose colours to complete a choice of baby clothes. Children generally completed activities carefully but only one older pupil picked particular colours and made a special effort to make sure that they did not merge. Role-play is available at all choosing sessions and children occasionally create make believe sessions, although any extended role-play involved girls, rather than boys. Teaching in this area is satisfactory and pupils make expected progress.
77. The planned range of creative opportunities is more extensive and tightly focused for children's development than in the reception. For example, in addition to work with a variety of media, information and communication technology (ICT) is used to build up children's confidence in creating patterns with a view to using skills to create a Christmas card or a celebration card. Children's textile work results from their very careful observation of the shapes and colours of African material. The class looked carefully at how party bags were made, made their own designs, and created their own party bags. One child was sufficiently enthused to make her own carefully constructed party bag at home and bring it into school. Children also benefit from the excellent specialist music teaching and their achievement in this area of work is equally outstanding. They are able to make long and short sounds using a range of percussion instruments and some children have the confidence to sing solo. As a result of the good teaching overall, the majority of children are on course to exceed the Early Learning Goals by the time they leave these classes.

ENGLISH

78. The school's test results steadily improved over the three years to 1999, they dipped in 2000 and 2001, and improved again in 2002. The overall trend in the results is broadly in line with the national picture. The girls perform slightly better than the boys. In 2002 the proportion of pupils attaining the higher level 5 was above average but too many pupils did not attain the expected level 4 and the proportion was below the national average. This is why the school's overall results are in line with the national picture and the results for similar schools. In the current Year 6 standards of attainment in English overall, are broadly average and reflect the school's most recent results in the national tests. At the time of the previous inspection standards in Year 6 were close to the national average for the proportion of pupils attaining level 4 and above. Improvement since the last inspection is satisfactory.
79. The school has well-established systems to track pupils' progress and to analyse systematically the results of tests. It uses the information gained very well as part of its strategy to raise further pupils' achievement. Initiatives such as the grouping of pupils in Years 5 and 6 according to an assessment of their previous attainment, are having a very positive impact. Pupils across the school are achieving well in their work as a result of recent improvements in provision, including the quality of teaching.
80. In the two recently established classes for pupils in Year 1 the majority of pupils attain standards above those expected for this age range in all aspects of English and progress is good as a result of the good teaching. In the rest of the school, (Years 3, 4, and 5) current standards are in line with expected standards for the majority of pupils. Across the school the progress of pupils of differing ability, including those with SEN and those learning English as a second language is good. There are no significant differences in achievement on the basis of gender or ethnicity. The differing learning needs of pupils in Year 1 and Years 5 and 6 are particularly well provided for.
81. In Year 1, pupils listen attentively to their teachers and to each other. They are enthusiastic and contribute readily to lessons. For instance, above average pupils speak in extended sentences

when discussing stories and thinking about what they intend to write. The majority can formulate questions, such as “Do you want some spiders baby Grizzle?” All the pupils are encouraged to speak clearly and benefit from the good models provided by the adults in the classroom. The acquisition of reading and writing skills is developing well. There is good discussion about the stories read together as a class. The pupils quickly learn to give emphasis to the words in capitals when reading aloud. They identify the purpose of speech marks and use picture cues and the setting of the story, to work out the meaning of words such as ‘moping.’ Above average pupils read instructions for their tasks independently and the majority use their knowledge of phonics well to build up words. All benefit from guided reading and writing sessions. The majority makes good attempts at writing sentences and putting words in the correct order to form logical sentences with appropriate punctuation.

82. Throughout Year 6 pupils’ speaking and listening skills are enhanced through structured discussions in class and good opportunities for self expression during the cross-curricular workshops linked to the play ‘A Midsummer Night’s Dream.’ All pupils listened well during these sessions and most were confident when speaking, including some who have not yet learned to project their voices in an auditorium as large as the hall. In classes in particular, they benefit from the many helpful questions their teachers ask. They listen well to these questions and are keen to attempt to answer them confidently. Standards are satisfactory, overall.
83. In Year 6, the regular ‘reading roundabout’ sessions are successfully promoting an interest in reading. The pupils benefit from guided reading sessions where aspects of a range of literature are discussed and the pupils are encouraged to read a variety of texts including magazines, novels and non-fiction. Below average readers learn the skills they need to read more fluently, and the above average develop research skills for instance, the regular use of the library and taking books home to read supports progress in reading well. Teachers ensure pupils are reading appropriate texts and the partnership with parents and carers through the reading diary is a positive feature. Whilst there is a wide range of reading in this large group the general standard is good and all pupils, including those with SEN, are achieving very well in relation to their prior attainment.
84. The pupils write for a range of purposes, including their personal response to literature, such as the story of Oliver Twist and books by authors such as Roald Dahl. They develop their knowledge of powerful and persuasive language and when discussing ‘personification’ most pupils in the group learned to distinguish between present and past tense, use punctuation including speech marks correctly and develop the verse pattern and structure of their poems well. Their knowledge of the features that distinguish different styles of writing such as diary, reports, biography and autobiography are developing well. They write in a joined script and their work is neatly presented although their handwriting is inconsistent and often not well formed. Work in pupils’ books suggests they are making good progress in using vocabulary effectively, particularly when using description and in punctuating accurately as in this example describing a birthday present: *“Inside the envelope was a ticket for a sky diving holiday, I couldn’t believe it, this is just what I have always wanted.”*
85. The overall quality of teaching is good. In Year 1, in two lessons observed, teaching is of a high quality with one being very good and the other excellent. Throughout the rest of the school teaching is good overall and no lessons were less than satisfactory. A high proportion of the teaching of pupils in Year 6 is very good. These teachers have high expectations that pupils will achieve their best and have a lively rapport with the pupils. They plan well and, because they have very good relationships with their pupils, manage their classes effectively. Resources are used well. Similarly, in classes containing the full range of ability as in Year 1, a very good quality of learning is maintained because the pace of work is lively, whole class sessions involve all the pupils and the learning tasks are particularly well focused for different groups. Furthermore, the target group for the teachers’ input is clear and the expectation that groups will work independently for appropriate periods helps to ensure this high quality of learning for all. Teaching is occasionally less effective where the role of support staff is not clearly enough defined and too much time is spent in dialogue with the class at the expense of individual or group learning tasks. Across the school the use of marking guides pupils’ learning effectively and the regular provision of homework makes a positive contribution to standards.

86. Pupils have good attitudes to learning. The youngest pupils have very positive attitudes and they are eager to learn. Their teachers inject an element of fun into learning, use praise effectively and this helps to ensure all behave well because they know their work is valued. The response of the older pupils is more variable. In general pupils are motivated well and show interest in their work, but when on occasion the pace of learning drops or they are required to think for themselves, a significant minority lacks the maturity to persevere. This sometimes results in talking and silliness that disrupts the flow of learning for all and is a contrast to the positive behaviour of most pupils.
87. The school has built well on the National Literacy Strategy to provide a broad, balanced and suitably challenging curriculum. The clear framework for the curriculum provides well for progression in learning and the system of regularly checking on how well pupils have made progress in achieving the key learning objectives enables teachers to match the work more closely to pupils' needs. As a result, challenging work is provided for pupils of differing abilities. The teaching of basic literacy skills is good and a start has been made in using opportunities to extend literacy skills in other subjects, such as in history, art and design and design and technology, where writing and research skills are used well. A weakness in the curriculum, for the older pupils, is the lack of opportunities in most classes to use ICT to help pupils learn in English.
88. Leadership and management of the subject are good. The use of performance data to form teaching groups and provide appropriate teaching programmes is a particular strength. In a relatively short time the recently appointed co-ordinator has gained a clear view of strengths and weaknesses in the subject. Other managers have also contributed to strengthening teaching and learning by helping to ensure the systems for planning, marking, assessing progress and managing learning are consistent across the school. The co-ordinator has a clear view of the way forward for the subject and points for action are clearly identified in an action plan. The senior staff regularly monitors and evaluates teaching. Resources for the subject are satisfactory overall. There are good quality resources in Year 1 and a suitable range of teaching materials in other year groups. The library is a well-organised resource but the range of fiction and non-fiction books available does not adequately reflect the needs of the new age range in the school, nor the diverse ethnic backgrounds of many pupils. A good start has been made in adapting the library for younger readers and the introduction of 'reading roundabout' and 'reading wheel' sessions is providing a greater variety of reading opportunities for all.

MATHEMATICS

89. In the national test results for pupils in Year 6 in 2002, the proportion of pupils achieving the expected level 4 is in line with the national average and for the higher level 5 is above the national average. If the results of all the pupils in this age group are considered, pupils are achieving standards broadly in line with the national picture and are achieving above the standards of pupils in similar schools. Pupils in Year 6 are benefiting from good teaching and the arrangements where pupils are grouped according to careful systems of pupil tracking and targeting. The National Numeracy Strategy has also been successfully implemented.
90. In Year 1, an analysis of pupils' work shows a wide range of activities has been covered and includes all aspects of mathematics, which is appropriately matched to the different pupils' levels. Targets for numeracy are displayed in the front of pupils' books and work is marked appropriately. Inspection evidence shows that all pupils, including those with SEN and the few pupils with EAL, are supported well and have made good progress in their time in the class. Pupils are confident in adding and subtracting numbers up to 20; they add money of various denominations up to £2 and put these skills to use when "shopping" in the class shop. In a lesson in this year group, working with support staff, pupils identify coins selected from a bag and place them in order of value. Pupils show confidence in data handling through their own pictograms resulting from a local traffic survey. All groups of pupils, including those with SEN, use mental strategies when solving problems and searching for patterns. Pupils recognise that a tin of soup bought for 20 pence can be paid for with coins using a variety of permutations including a 20 pence coin, two ten pence coins or four five pence coins. All pupils enjoy their work, co-operate well with each other and

show eagerness to make progress. They sustain their concentration when working and are very well behaved.

91. In Year 6, an analysis of pupils' previous work shows that they have made good progress since September with a wide range of work represented, including use of grids to show the multiplication of 2 two-digit numbers, construction of triangles and the calculation of mean temperatures over time. Pupils' targets are outlined in their books and work is generally marked constructively. Standards overall are above average. Evidence to show the good effect of grouping by ability is present in both books and lessons, with work matched appropriately to these abilities. Pupils of lower ability are able to use logic blocks to form charts which show either one or two different attributes, leading them to think about the colour, shape and size of objects. Pupils of average attainment are able to solve problems involving 100s, tens and units accurately, with a large proportion being able to calculate the perimeter of irregular shapes and to explain how they did the calculation. A majority of pupils calculate areas by counting squares. Above average pupils are able to find the rule to deduce the n th term in a sequence of numbers, as well as using inverse operations to check their answers. Pupils demonstrate good understanding of mathematical vocabulary: "Infinity is something that never ends", noted one pupil when talking about a never-ending sequence of numbers. Pupils are confident enough to question their teacher when complex operations are misunderstood. One pupil with EAL asked, "Can you explain again how you got the answer of 18 when $n=4$ in the sentence $3n+6=18$?" All pupils in this group have a very good grasp of mental strategies to manipulate the basics of number and their range of experience varies from operations dealing with five figures to negative values on temperature graphs.
92. Pupils' attitudes to the subject are very good. Pupils appreciate that their class teachers have planned their work for them well and all pupils respond with very good behaviour. They respect all opinions, do not ridicule others when wrong answers are suggested and work very productively in groups and individually. From the initial start created from quick fire mental activities at the start of all lessons, which pupils enjoy, pupils sustain their concentration throughout the lessons. In a Year 1 class in a group of above average pupils, they worked with coins to compile shopping lists, and maintained their concentration and showed great co-operation in taking turns to use the coins they had been given. Having knowledge of their numeracy targets, which are printed in their books, all pupils know what they have to achieve to attain higher standards.
93. Standards are above average and pupils achieve very well as a result of the quality of teaching, which is good overall. In Years 1 and 6 it is very good. Teachers apply the National Numeracy Strategy effectively and plan well outlining the key objectives for the differing abilities of pupils. They have good subject knowledge and use appropriate and effective questioning. In a lesson in Year 5 on square numbers, the teacher asked a pupil of above average ability, "*What will be the next square number after 7 times 7?*" To which the girl confidently replied "49" and went on to explain her reasoning. In the same class, the teacher asked pupils of below average ability if they could see a pattern emerging when they counted squares that were increasing in a linear fashion, and this led to further discussion that resulted in pupils predicting all square numbers up to 12 times 12. Teachers encourage the use of correct mathematical vocabulary and also encourage pupils to discuss their mathematics with each other. All staff have a good rapport with their pupils and classroom management is very good. Pupils are not yet encouraged to use ICT as a tool for learning in the subject. Learning support assistants are not consistently used effectively particularly in helping below average pupils during the mental starter sessions.
94. The recently appointed co-ordinator is enthusiastic, has very good subject knowledge and has a clear vision for the future direction of mathematics. Currently he has insufficient time to develop and evaluate the present development plan for the subject. Numeracy across the curriculum has improved since the last inspection but is still not used sufficiently in most subjects. Resources for the subject are satisfactory.

SCIENCE

95. Standards in the national tests for pupils in Year 6 in 2002 were below average. Standards were

also below average when compared with those schools in similar circumstances. Results taken over time show that at the end of Year 6 the school is achieving results below the national level. However, the results of the recent 2002 national tests in Year 6 show an improvement of 30 per cent in the proportion of pupils achieving the national standard of level 4 since the last inspection. Inspection finds that standards are improving and in Year 6 are above average. Overall, pupils achieve very well in relation to their attainment on entry to the school. This is a result of good teaching with and increased emphasis placed by the school on teaching the correct scientific vocabulary and on presenting evidence and data in appropriate forms such as diagrams, bar charts and graphs. In all classes there are posters displayed explaining scientific terms. Many times during lessons teachers refer to them until they are satisfied that pupils have a secure knowledge of what they are studying, before they move on to explain the next teaching point.

96. An analysis of pupils' books in Year 6 shows there is a good quality of work produced as a result of conducting investigations. Pupils write up experiments accurately using the correct scientific vocabulary. There are good notes and diagrams to explain the meaning of words and concepts such as 'physical processes', 'friction' and 'surface area'. In an outstanding lesson in Year 6 on electrical conductors and insulators, pupils show a secure knowledge of scientific ideas. They use them effectively in planning and collecting data for an investigation to determine which objects conduct electricity. They are able to give reasons for their predictions, for example *"cloth will not conduct electricity, as it is 'non metallic'"*. They carefully check their electrical circuits, to make sure they are working to ensure that their tests are accurate before testing the materials. Against clear time limits set by their teacher, they record the data that enables them to accept or reject their original prediction. All pupils are able to provide an accurate statement of what they have learned from the experiment. When asked to describe what a conductor is, a pupil says, *"It is an object that electricity can travel through"*. She describes an insulator as material that prevents the passage of electricity and identifies the plastic coating on the wiring in an electrical circuit as being a good example.
97. Overall the pupils' attitudes to science are positive throughout the school. In Year 1, the pupils enjoy making predictions of what is hidden in dark areas in their study of 'light'. They work co-operatively and make sure that everyone in their group takes part in the experiments. There is great excitement when their predictions are correct. In Year 6, pupils are very eager to participate in the role-play of 'electrons and atoms'. They are not frightened of making mistakes and learning from them and find this lesson to be great fun. The pupils are highly motivated to achieve success.
98. The quality of teaching is good overall and ranges from excellent to satisfactory. Teachers' planning is good with the learning objectives being clearly stated. As a result, the pupils know what is expected of them. Plans provide a wide range of activities based upon investigations and further challenges, with emphasis placed upon understanding and using correct scientific vocabulary. A teacher in a class in Year 6 used an overhead projector effectively to teach the symbols used in diagrams of electrical circuits. Asking a pupil to draw the diagram on the acetate sheet that was projected onto the screen, gave her a good opportunity to identify the symbols as they were drawn and to discuss errors as they occurred with the class. This was also an effective method of judging how much the pupils had learnt from the last lesson. The pupils were interested and watched intently as the pupil completed the diagram. In another lesson in Year 6 the teacher used drama effectively to teach the pupils how electrons flow freely within a material that conducts electricity. Through role-play pupils demonstrate an increasing understanding of aspects of materials and their properties. Teachers in Year 6 chose appropriate resources to demonstrate a teaching point. Pupils showed surprise when they discovered that tinsel, which looks like metal, is a good insulator and good follow-up questions by the teacher taught them that appearances can be deceptive. In a very good lesson in Year 4, the teacher explains that the pupils are going to find out how water travels through a plant. They are given cross sections of stained celery to study. Skilful questioning leads pupils to understand how the tubes in the plant draw up the water. Once this is understood the term 'xylem' is introduced to describe the tube. As the lesson progresses, many pupils use the correct vocabulary to describe their work. Further challenges follow. On the board is written *"whiz kids, why does a plant need water?"* This encouraged discussion on the need of water for growth. Above average pupils are given the task of designing a perfect plant that will grow well and giving them the opportunity to apply what they have learnt on

photosynthesis in previous lessons. Teachers have very good subject knowledge, plan well and have high expectations that their pupils will attain high standards. In a very good lesson in Year 6, the teacher insists that pupils write down their predictions before attempting to experiment on testing objects that will conduct electricity. As a result the pupils apply what they have learnt about the characteristics of materials, before being asked to test their hypothesis. In some classes, pupils with SEN are well supported by learning support assistants. In other classes this is not always the case and some learning support assistants are not clear about the tasks they should perform each day. ICT is not used enough to help pupils learn in science.

99. The co-ordinator has specialist subject knowledge and her management of the subject is satisfactory, given that she is new to this role. National Curriculum programmes are in operation for the age ranges currently in the school. Since her appointment, more investigative work is being taught and staff have become more confident in teaching science. She is a keen and enthusiastic teacher who supports her colleagues well. The school policy has recently been reviewed and an action plan has been prepared which focuses upon improving the assessment of pupils' attainment and progress and target setting to increase standards further. There are plans to set up monitoring procedures to ensure the good standards in teaching and learning are maintained. Resources for the subject are satisfactory. There is insufficient equipment to support the study of electricity and there are plans to purchase items needed when pupils enter Year 2 in 2003.

ART AND DESIGN

100. At the last inspection standards were above those normally expected for pupils' ages. In this inspection no lessons were observed and there was insufficient work available to make secure judgements about standards. However, what work was available in classes and on display throughout the school in painting, printing and collage suggests standards to be above those normally expected for pupils' ages.
101. Pupils in Year 6 have produced striking displays using colour and tone based on an architectural study of a local church. They created tonal strips by using primary colours to use as a guide when painting. As a result the pictures produced were of a high quality. Effective written questions challenge pupils to think about what they are doing. For example, a question on a display board in the school corridor asks, "*What do you think you would need in order to complete this task on tone?*" Pupils use good observational skills to draw sketches in chalk and charcoal of glass bottles giving a three-dimensional effect, showing how light is reflected off the curved surfaces.
102. Good use is made of other subjects in the development of artistic skills. Pupils in Year 5 study shape and pattern and produce work of good quality on Victorian tiling with the work of William Morris inspiring their fabric design. Pupils in Year 4 study photographs and magazines on fashion and use their knowledge about choosing different starting points for a design effectively. Pupils in Year 3 write about the artist's use of line in their sketchbooks when studying the Tudor ship the Mary Rose. Pupils in Year 1 are able to draw buildings using a chosen shape. They explore the textures of different surfaces by creating wall rubbings, using painting and sketching to produce a pleasing collage of the school.
103. The co-ordinator has specialist subject knowledge. Her co-ordination of the subject is satisfactory, but as she is new to the school she has the potential to grow further in the role. She leads the after school art club session for pupils in Year 1 well. The co-ordinator is aware that the policy has not yet been reviewed and does not yet take account of the changed status of the school and the younger age groups present. Sketchbooks are not being used consistently in all classes and therefore opportunities are lost to record and analyse pupils' development. There was no evidence of ICT being used to help pupils learn in the subject, for example to research artists and their work. Currently the co-ordinator does not have time to monitor the teaching and standards in the subject.

DESIGN AND TECHNOLOGY

104. The standards of pupils' work, including those of pupils in Year 6, are above those normally expected. In Year 1, all pupils, including those with SEN and those with EAL, make good progress and are achieving well. All groups of older pupils make very good progress and are achieving very well. Since the last inspection standards have improved as a result of very good teaching and the very effective use of other subjects, such as literacy, history, art and design and music to enhance learning in the subject.
105. In Year 1 pupils are able to draw upon their experience to suggest ideas for designing their own playground. Above average pupils use pictures and models to draw and design the playground activities. Their use of technical vocabulary is good; one pupil tells the teacher that masking tape has been used to build the swing. Pupils build very well on this good start. In Years 3 and 4, they develop a broad range of designing and making skills to a high standard. Some pupils were building a Christmas mobile from their own designs and showed good skill in selecting the appropriate materials and cutting, stitching and threading items onto string. All handle scissors and glue well. In Years 5 and 6, pupils plan their work together; select the best design and test and trial materials. They ensure that frames are measured accurately and are joined strongly. Pupils are open to suggestions for improvement, both from their teacher and their classmates and incorporate them selectively into their designs. They apply the skills learned in science lessons to help create an effect, for example putting an electrical circuit into a stage design set for the play 'A Midsummer Nights Dream'.
106. Teaching is good in Year 1. It is very good in Years 4 to 6. There were no lessons planned for Year 3 during the term as extra time had been given to a history project. All lessons are planned very well, with great emphasis placed on handling tools accurately and safely. Pupils are given clear guidelines within which to work. There is a very helpful booklet pupils use in constructing their models and designs that gives pupils a very good understanding of the full design process. The guiding principle is 'Design first as a prototype, evaluate and build'. Teachers have good relationships with pupils and use a variety of strategies to manage behaviour effectively and challenge them so that they work harder. Where the teaching is very good, these qualities are combined with ensuring learning support assistants help individual pupils in sewing and cutting activities.
107. The co-ordinator has very good subject knowledge since receiving training three years ago. Her co-ordination of the subject is good. Staff are provided with good resources to teach effectively. Due to the transition from a middle to a primary school the scheme of work is being developed and will be reviewed at the end of the year. There is a strong link with art, music, history and literacy. For example during the curriculum enrichment afternoons the older pupils have been working upon designing stage sets and costumes for Shakespeare's play 'A Midsummer Nights Dream'. As a result time allocated for this subject has been reduced. The school is aware of the need to monitor the coverage of this subject to ensure there is a breadth of study provided for all pupils. There is little use of ICT during the lessons.

GEOGRAPHY

108. In Year 1 no lessons were observed but standards of work in the school are in line with those normally expected of pupils of this age. This judgement is based on an analysis of work in pupils' books and on display, which indicate that along with satisfactory standards, pupils are also making good progress. In classes for older pupils, lessons were observed in both classes in Year 5. In addition to these lessons, judgements are based on an analysis of pupils' work around the school and in pupils' books. The sum total of this evidence indicates that standards are above those normally expected of pupils of these ages. The progress of older pupils is good overall. Because geography is not taught in all classes every term it is not possible to comment on the work in some years.
109. In Year 1 pupils have studied the area around the school and are able to produce a satisfactory plan of their own route to school as well as a classroom plan. They have produced some good drawings of their school. Below average pupils have produced good work on a different scale,

using cutting and sticking techniques. In Year 1, pupils are able to identify Africa, India and the West Indies on a world map and are developing their geographical concepts when studying other aspects of the curriculum such as learning about different types of travel. In Year 5, the pupils are involved in an excellent project about the local area. They have carried out surveys of the number of pedestrians using crossings or passing along the High Street effectively; and have counted the number of vehicles parking or stopping at traffic lights. They have also recorded the information successfully in a variety of ways, using bar charts, tally charts and written recording methods and have discussed and analysed the results of their findings. The pupils are investigating the possible effects of making the High Street a traffic-free zone and are able to indicate alternative routes and suggest improvements to overcome traffic circulation problems. They display a very good knowledge of their local area and show a very good understanding of maps of different scale. Pupils understand the use of symbols on maps and show a mature, thoughtful and constructive approach when working in groups. The work in the books of pupils in Year 5 is of a good standard and reflects independent thought, with the pupils producing their own charts and diagrams. In Year 6, in working on their history topic, the pupils are able to identify the different countries on an outline map of Europe.

110. In lessons seen, the quality of teaching is good overall, with some teaching very good. The teachers have very secure subject knowledge and have high expectations of the pupils' work and behaviour. The teachers use appropriate vocabulary and prepare their lessons thoroughly. The pupils respond by showing interest and listen and work well together. The work in pupils' books is consistently marked. The teachers recognise and comment on the pupils' achievements and use challenging comments to take the learning forward. A number of key spellings are corrected well. Pupils with SEN and the few pupils with EAL participate in all class activities effectively. They all take an active part in discussions and make good progress.
111. The school has a good plan for teaching the curriculum. The co-ordinator has recently been appointed on a temporary basis. Arrangements for the long-term management of the subject are therefore not yet in place. The co-ordinators' priorities for the current year include checking on teachers' planning to ensure that it matches National Curriculum requirements and reviewing and updating the school policy, which is out of date. Resources are good and include a good supply of local area maps. The curriculum includes a residential visit to France in Year 6, with a "French week" in school for those who do not attend. There is a proposed residential visit to the Isle of Wight for pupils in Year 5. Some use is made of the schools' immediate surroundings in Year 1, and Year 5 classes are making very good use of the local area for their High Street Traffic project. A geography-based visit to Box Hill is planned for Year 6 for the spring term 2003. In some years, however, the school grounds, the local area and educational visits further afield have not yet been fully explored as ways of enhancing the geography curriculum. There is little evidence of ICT being used to help pupils learn in the subject.

HISTORY

112. It was possible to observe only two lessons in Years 4 and 6. In addition to these lessons therefore, judgements are based on evidence from teachers' planning and on an analysis of pupils' work in their books and on display. Standards overall are above those normally expected for pupils' ages and, throughout the school, they make good progress.
113. In Year 1 the pupils are able to identify similarities and differences between old and new toys. In order to make their comparisons they have looked at toys brought from home and compared them with the toys in "Gran's Toys Big Book." They are able to discuss why it was easy or hard to find an old toy. These pupils have also produced some well made, colourful African masks linked to work covered in the school's 'Black History Week.' In Year 3 pupils have been studying the Tudors and have produced "Tudor Passports" showing their knowledge of Henry VIII. They have good knowledge of the Tudor Rose. Some outstanding work was seen in Year 4. In this age group the pupils show good knowledge of what an archaeologist is. One pupil states, "*This is a person who finds out about the past.*" Pupils are able to consider the questions 'Who?' 'Where?' 'When?' 'How?' and 'What?' when looking at historical evidence and are able to produce their own

questions about what they want to find out about the Vikings. An above average pupil comments that the Vikings came here from Denmark, Germany and Sweden. The pupils show very good subject knowledge and an understanding of historical research. They are able to make deductions using museum pictures of items associated with the Vikings, speak with confidence, clarity, and give thoughtful answers. In Year 5 the pupils have produced work of a good standard about the Victorians. They show an understanding of historical sequence in producing time lines covering Queen Victoria's reign. Some very good work was seen in Year 6. Pupils have learnt about VE day and express their opinions well as to why some people felt happy and others were upset and show a very good understanding of the realities of living at that time. They have good skill in using resources for research and give thoughtful and sensible answers in question and answer sessions. Pupils with SEN and one pupil in the early stages of acquiring English are able to participate fully in all aspects of the lesson and achieve well. Pupils have produced very good poems about World War II, some of which are word-processed. Standards of written work are generally good throughout the school. The older pupils routinely use ink and join their writing and set out their work in an orderly manner.

114. The quality of teaching is good, but this judgement is based on limited evidence. The teachers have high expectations of pupils' work and behaviour. Lessons are paced well and the teachers show very good subject knowledge. The teachers are enthusiastic and prepare their lessons well. In the lesson in Year 4 the teacher had buried some everyday objects in a pot of soil in preparation for teaching the pupils about work on finding and recognising evidence. This engendered a feeling of great enthusiasm amongst pupils in the lesson. A potentially disruptive pupil is very well handled, with the teacher giving him opportunities to participate in the class discussion and extra time to complete his written work when he has been slower than the rest of the class to become motivated. Consideration has been given to above average pupils who are given more challenging tasks. In a class in Year 6 the teacher uses her own family history well to 'set the scene' in a discussion about VE day. A number of pupils who have missed the previous lesson are given the opportunity to discuss the work with the class teacher before they join the rest of the class for the written task. This is well arranged and all pupils remain focused and interested. They work well because appropriate resources with challenging questions have been prepared for them. Throughout the school the pupils' books are marked and good use is made of encouraging comments. Some constructive comments are used to take the pupils' learning forward and pupils sometimes respond to these, as for example in a pupil's book in Year 5 on the subject of workers in Victorian times where the teacher writes "*Which work would you prefer?*" The pupil responds writing, "*A worker who collects the stones to stop breaking the plough.*" However pupils are not consistent in their responses to these constructive comments and some pupils do not respond at all.
115. The co-ordinator has been recently appointed on a temporary basis, but there is no long-term plan for the management of the subject. However, teachers plan together for the half term ahead. Some educational visits are planned to extend the curriculum. Year 5 visit Kensington Palace in connection with the Victorians topic and a 'Victorian Day' has recently been held in school. Year 6 is to visit the Imperial War Museum in connection with their studies of Britain since the 1930's. Pupils interviewed some older members of families during the summer holidays in preparation for this topic. An important feature of the curriculum this term has been the national 'Black History Week' in which there was a strong focus on famous black people in history and during which a number of local residents were invited to talk about their own communities and historical backgrounds. Resources are good. The co-ordinator's priorities include ensuring teachers' planning matches National Curriculum requirements and updating the history policy. The use of educational visits and visiting speakers to supplement the history curriculum is developing well. However there is insufficient use being made of the local environment and local resources. ICT is beginning to be used appropriately.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. The standards achieved are broadly in line with those expected for pupils' ages, but the range of work is narrow. This is mainly because the computer suite was unavailable for much of last year

because of the building work and refurbishment in preparation for the transition to a primary school. Most pupils have satisfactory competence in word processing, graphic and publishing skills and are able to operate an appropriate range of programs. However their knowledge and experience of simulation, modelling and processing data is at an early stage of development. Despite the recent upheaval due to the building work, the school has generally maintained standards since the last inspection. Recent improvements are having a positive impact on standards and most pupils, including those with SEN and those in the first stage of acquiring English as an additional language, are making good progress and are achieving well.

117. Pupils in Year 1 are excited and well behaved when using computers. They support each other well as they work in mixed ability pairs on tasks where reading skills are a prerequisite, such as using a word bank to make their own sentences. Most pupils are confident as they click on words and graphics to make simple sentences, for example, 'I played in the park.' Above average pupils write more complex sentences using connecting words such as 'and'. They make good progress in using different word banks, combining text and graphics and they readily edit and amend their screen. In both classes in Year 1 the pupils regularly use computers to extend their learning in literacy and numeracy. This includes writing sentences and practising number bonds. The pupils also have experience of using a paint and draw program.
118. In Years 3 and 4 the pupils are eager to reinforce their skills in using different options to combine text and graphics to produce a picture with a caption. Girls and boys in pairs generally work well together and the majority can download pictures, adjust their size and position and insert text. Pupils in Year 5 are able to log on correctly, they use the search function appropriately to find information on the Internet and download selected information to an appropriate folder. There is a positive working atmosphere although a few pupils require close supervision to remain on task. In Year 6, the majority of pupils log on and retrieve their work confidently. They consolidate their skills in word processing and combining text and graphics when designing a multimedia slide show presentation for an audience of pupils in Year 1. The pupils are lively and enthusiastic and generally work well. Above average pupils design and amend slides confidently, alter the timing, introduce animation, insert and modify a 'hyperlink' button and select sound effects. However, there is a wide range of attainment, with many pupils developing their basic competence in typing and operating features such as editing and saving their work.
119. The quality of teaching and learning is good overall and ranges from satisfactory to very good. The majority of lessons were judged to be good or better. Teachers have good levels of subject knowledge and expertise and make effective use of the interactive white board to make teaching points. For example, the use of slide show presentations prepared by some of the teachers in Year 6 enlivened the lesson and provided an effective way to show how to use particular features of the program. Learning was reinforced effectively by the careful use of questioning and demonstration that fully involved the pupils. The closing sessions of the lessons were also used well to build on pupils' work and enabled them to show they had met the learning intention. Strong features of the teaching include the teachers' high expectations and the effective use of a variety of strategies to manage the pupils. Such strategies are necessary as a significant minority of the older pupils lacks sufficient concentration and their behaviour sometimes waivers. In a minority of lessons where teaching is otherwise satisfactory, the required skills are not taught and rehearsed in an easy to follow sequence. In some classes support staff make a valuable contribution to pupils' learning but in others, their role and the part they should play in lessons is not clearly enough defined. A positive example of the community's contribution to learning was observed where an employee from a local business regularly helps pupils in the computer suite with a Year 6 class.
120. The curriculum is broad and generally well balanced. The curricular framework for the whole school is based on a nationally recommended scheme of work. The units of work are being developed to meet the needs of the school and all aspects of the curriculum are in place. In most classes there is not enough use of ICT to help pupils learn in other subjects. The recently appointed subject co-ordinator has a clear view of the strengths and weaknesses in the subject, largely as a result of systematically consulting her colleagues. Arrangements for monitoring the quality and standards in the subject and for monitoring its use in other subjects have not yet been

agreed. Leadership and management are good and appropriate priorities for development in the subject have been identified in a helpful action plan. Resources for the subject are good. The staff is knowledgeable and confident in using the computer suite but the range of software in use is limited, particularly as the classroom computers are underused. A promising development is the use of CD-ROM and the Internet by some of the older pupils to help with their research, making a very positive contribution to the development of pupils' independent learning skills. However, these developments are in the very early stages and are not yet extended to all pupils.

MODERN FOREIGN LANGUAGES

121. Standards in French for pupils in Year 6, are in line with those expected in relation to the course being followed. Pupils throughout the school make satisfactory progress. The pupils learn an increasing range of vocabulary and some of the differences between French and English culture as they progress through the school.
122. Most pupils in Year 6 are able to respond in French to such questions as "What is your name?" "How old are you?" and "Where do you live?" Most pupils are able to greet each other in French and, after some thought, the majority of pupils are able to respond in French to more complex questions such as "Do you have any brothers or sisters?" In one Year 6 class the pupils are writing a fact file about themselves in French in response to "Comment t'appelles-tu?" "Où habites-tu?" "Quel âge as-tu" and "De quel nationalité es-tu?" By the age of 11, most pupils know some facts about France. For example, they know that croissants, French bread and French cheeses are popular food items and that frogs' legs and snails are delicacies and not part of the everyday diet. They know that Paris is the capital of France and that the climate, especially in the south, is warmer and sunnier than that of England. They also know that school uniform is the exception rather than the rule in France.
123. The pupils learn some simple vocabulary in their early years in school by responding with "bonjour" when the register is marked. In Year 1 the pupils have learnt the numbers of their cloakroom pegs in French. In Year 3 the pupils learn to greet each other with "Ca va?" and know that the response is "ca va bien, merci." The pupils are able to recall numbers up to 12 in isolation as well as in sequence and can say these together as a group. They know the words for a pencil, a ruler and a pen and recall, with some difficulty, that a rubber is "une gomme." Pupils with SEN needs are involved in all activities and make satisfactory progress. The few pupils at an early stage of acquiring English make similar progress.
124. Teaching in French is satisfactory, but there are some shortcomings. The teachers are keen to improve their own language skills, but the school lacks an experienced, fluent French speaker. Some of the pronunciation by teachers is good, but in others there are some flaws in basic grammar and pronunciation. In Years 1, 3 and 4 the teaching of French is informal and involves an appropriate amount of French vocabulary several times a week, totalling 15 to 20 minutes. The language is used on occasions such as when lining up, at registration, or when coats are being hung up. In Years 5 and 6 there are weekly French lessons of about half an hour. These are informal in Year 5. In Year 6 the teachers use a published scheme that is supplemented by audio tapes and picture cards. Other aspects of ICT are not used. The scheme is used well and gives the pupils an insight into French life as well as language. The teachers and pupils are enthusiastic about the subject. There is a brisk pace in lessons and good dialogue between the teachers and the pupils and between the pupils themselves. Many pupils speak French phrases with confidence and some are familiar with France as a result of family holidays. From Years 4 to 6 the pupils are given opportunities to write in French, starting with single words in Year 4 and progressing to writing some complete phrases and sentences in Year 6.
125. The co-ordinator is holding the role on a temporary basis. She is currently and effectively consolidating the work in Year 6 and is aware of the arrangements for teaching French throughout the school. There is no policy or scheme of work in place at present which is unsatisfactory if consistency, continuity and progression for all pupils as they move through the school are to be achieved. The French curriculum is supported by an annual residential visit to France with a

“French week” in school for those who remain behind. Resources for teaching are satisfactory in Year 6, but are unsatisfactory in other classes.

MUSIC

126. At the last inspection standards were broadly in line with those expected for pupils' ages. In this inspection, two lessons were observed in the reception classes and three lessons were observed in the rest of the school, one in Year 1 and two in Year 6. In addition evidence was also obtained from assemblies where singing took place, hymn practices and an analysis of awards and the development of the school in its involvement in national initiatives. There has been a significant improvement in standards since the last inspection that are now well above average. This is because of the presence of a very talented music specialist.
127. In Year 1 the pupils build very effectively upon their good skills, previously acquired in copying simple rhythm patterns, to improve their vocal accuracy. They clap, sing and enjoy their music and repeat complex rhythm patterns. Pupils sing a story about meeting a bear to an excellent level of performance. They clap and tap in a steady pattern and move from simple clapping rhythms to more complex actions, patting and clicking their fingers. They use a variety of instruments such as the chime bars and glockenspiel and learn the sounds they make. They sing a range of songs and show an awareness of beat and rhythm. All pupils including those with EAL and SEN make excellent progress. They are captivated by the outstanding teaching and do not want the lesson to end.
128. In Year 6, the pupils follow the directions of the music teacher well, including her explanations. Good questioning by the teacher on harmony and improvisation ensure most pupils understand what is expected of them. They play a melody on the xylophone and the glockenspiel well and follow this by playing the harmonic line confidently. The overall standards of playing are above average for pupils of this age and all groups of pupils make very good progress. The teacher has excellent subject knowledge and makes the learning objectives of the lessons very clear: *“Today we are going to understand the structure of simple blues and improvise melodic phrases in a blues style.”* She revises the learning from previous lessons and in doing so checks skilfully on the classes' levels of knowledge and understanding through good questioning. *“What do we call a repeated tune?”* When pupils answer *“a riff”* she knows they are ready to move on. The lesson is very well planned and the teacher has excellent class management skills.
129. Hymn practices are full of challenge, variety and enjoyment. Pupils from Years 4, 5 and 6 sing ‘Shepherds found Him’, tunefully, with a good feel for the words, in preparation for the Christmas concert. The teacher leads this large group of nearly 200 pupils very well and their attention is excellent. After the choir has sung, the teacher asks whether the pitch is going up or down and sings to demonstrate scale and asks if the jumps between notes are long or small. She praises a pupil appropriately when he gives the correct response. Pupils are reminded to sound the ‘t’ at the end of the word ‘tonight’ and they sing this correctly. Attending to such detail results in a very high standard of singing. Music makes a significant contribution to performing arts through the schools regular productions and curriculum enrichment afternoons.
130. Leadership of the subject is excellent. The co-ordinator is an inspiration to both staff and pupils and teaches music throughout the school to all classes. Most staff support her in these lessons, but not all, so that they can develop their own expertise. There is a detailed scheme of work covering all the year groups in the school, with a very effective system of assessment. There is a strong link with many other subjects in the curriculum and plans include the study of the great musical composers in history. There are very good resources for learning which include a fully equipped music room with many instruments of good quality. Parents have recently provided the school with music stands for the school orchestra. In addition to producing a high standard of musicianship, pupils are given excellent scope to perform in public. The orchestra and choir regularly perform at the Stilgoe Saturday concerts at the Royal Festival Hall, The National Festival Music of Youth, and The Spirit of Friendship Forest of Dreams Project with world music makers. The choir has sung in aid of The Rainbow of Hope Project in aid of the Queen’s Jubilee fundraising

appeal. It is the first school in the local education authority to receive the Merton achievement award in 2002. The school is recognised within the local community for its high standard of performance.

PHYSICAL EDUCATION

131. Lessons were observed in Year 1 in games and in Year 6 in both dance and games. Since the school became primary, pupils in Years 3, 4 and 5 have begun to have swimming lessons at the local baths after the autumn half-term on Friday afternoons. The time these sessions take, including travelling to and from the baths, does not allow any other time for physical education for these classes. As these lessons are new to the curriculum and could not be observed during the inspection, it is not possible to judge whether pupils will be able to fulfil the requirement to swim 25 metres by the time they leave the school. In the lessons seen in Year 6, standards are broadly in line with those expected and are similar to those reported at the last inspection.
132. In Year 1, in the hall, pupils respond well to their teacher's instructions during their warm-up when they practise appropriate exercises such as stretching, balancing and wriggling their bodies. In preparation for the main activity, pupils hold hands in a circle and, following their teacher's directions, throw beanbags from one to the other, until all in the circle have completed the exercise. Most pupils, including those with SEN and from minority ethnic groups, complete this successfully, but some of the pupils' hand-eye co-ordination is not developed well enough for them to be able to catch the beanbags confidently. The main activity is for pupils to aim the beanbags into targets, such as hoops laid on the floor, from different distances. Most pupils perform this exercise satisfactorily, but it is beyond the reach of the few who are less well co-ordinated. Most pupils enjoy the lesson, listen keenly to their teacher, have good attitudes and behave well. Towards the end of the lesson, a few pupils practising in a group unsupervised had lost concentration. This is partly because the hall is large and is difficult to supervise unless the pupils are restricted to limited areas. Teaching is satisfactory, overall. Planning is good and the teacher has good relationships with her pupils. However, in this lesson there was room for improvement in the management of the class. The learning support assistant is used well. She gives effective support to a pupil with learning difficulties who makes good progress in this lesson.
133. In Year 6, two lessons were observed in dance and one in games. In this lesson the objectives are to understand and know the positions in rugby, how to attack and defend and to practise dodging and throwing skills whilst running. In this lesson pupils are somewhat inhibited in practising their skills, as the lesson takes place in the playground and not on the playing field as originally planned, because it is water logged. Pupils are not used to catching the rugby ball but make good progress in picking up and running with it and, using two hands, place it down when the teacher blows her whistle. Pupils enjoy the lesson and listen well to their teacher's instructions. Teaching is good, overall. Planning is good and the teacher manages the class confidently. Despite the good management, there is, on occasion, too much use of the whistle to call pupils to attention, which itself can be disruptive.
134. In one of the dance lessons, there are three main objectives: 1) to move to music in time; 2) to enjoy dance as a physical activity; and 3) to rehearse sequences to perform a Street Dance theme. All pupils move reasonably in time to the music. Both girls and boys move rather self-consciously, but jump and clap rhythmically from side to side at their teacher's directions and those of the instructor on the recorded tape. However the sound on the tape player was not well balanced and this created an echo and it was on occasion difficult to follow the instructor's directions. All pupils, including those with SEN, make satisfactory progress in moving in time to the music and show enjoyment of dance as physical activity. As the lesson continues some pupils begin to lose their concentration. Teaching is satisfactory, including planning and class management.
135. In the second dance lesson, where the main objective is to co-ordinate a piece of dance with a partner, pupils listen well and join in the warm-up activities enthusiastically. They are also very enthusiastic when practising sequences in the difficult rock 'n roll dance. Their performance is

satisfactory overall and all pupils are making good progress in improving their skills for this dance as they follow their teacher's instructions carefully and enjoy the lesson. Teaching is good. The teacher has good subject knowledge and his planning is clear. He manages the class well and interrupts in a timely manner if any incident suggests it is likely to get out of control, without, at the same time over-reacting.

136. The co-ordinator has been in this post since September and is therefore new to the role, although enthusiastic. Leadership and management of the subject are satisfactory. The co-ordinator has sent out a questionnaire to all teachers, as a result of which he has identified that most teachers are less confident in dance and gymnastics and are more comfortable with games and athletics. Resources and accommodation are good.