

INSPECTION REPORT

**ST CYPRIAN'S GREEK ORTHODOX
V.A. PRIMARY SCHOOL**

Thornton Heath, Croydon

LEA area: Croydon

Unique reference number: 132009

Headteacher: Mrs B Christy

Reporting inspector: Mr H Galley
21313

Dates of inspection: 13th – 16th January 2003

Inspection number: 248881

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Springfield Road Thornton Heath Surrey
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Appropriate authority:	The governing body
Name of chair of governors:	Archbishop Gregorias of Thyateira & Great Britain
Date of previous inspection:	Not applicable

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21313	Mr H Galley	Registered inspector	English History Geography English as an additional language	What sort of school is it? How high are standards? <ul style="list-style-type: none"> The school's results and achievements How well are the pupils taught? What should the school do to improve further?
14070	Ms J Tasker	Lay inspector		How high are standards? <ul style="list-style-type: none"> 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?
23056	Ms T Manzi	Team inspector	Foundation Stage Special educational needs Educational inclusion, including race equality Information and communication technology Religious education	
32573	Ms M White	Team inspector	Mathematics Art and design Music	How good are the curricular and other opportunities offered to pupils?
32242	Mr M Elliott	Team inspector	Science Design and technology Physical education	How well is the school led and managed?
21090	Mr D Manuel	Team inspector	Modern foreign languages	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Cyprian's opened in September 2000 as the first Greek Orthodox primary school in the country. The school is voluntary aided under the auspices of the Archdiocese of Thyateria and Great Britain; the Archbishop himself is the chair of the governing body. The number of pupils on roll has grown steadily, with 179 pupils at present, an equal mix of boys and girls. The curriculum covers not only the National Curriculum, but provides a daily Greek lesson for each class. Although just over half of the pupils are Greek, there are significant numbers of pupils from other ethnic groups, the largest being white-British and black and black-British Caribbean. Just over half the pupils speak English as an additional language, although only three pupils are at the early stages of English acquisition. Apart from Greek, first languages include Russian, Spanish, Twi and Cantonese. Although only seven per cent of pupils are entitled to free school meals, attainment on entry to the school is below average. This is largely because the school has found it hard to attract an average range of pupils; understandably, parents whose children are doing well in their present school have been reluctant to change school. Many parents have described the move to St Cyprian's as a 'second chance'; the proportion of pupils on the school's special educational needs register, over 25 per cent, is well above average, with a significant number of these pupils having behavioural problems. At the time of the inspection, one pupil had a statement of special educational needs. A major problem affecting the school has been the recruitment and retention of teaching staff.

HOW GOOD THE SCHOOL IS

This is a new school that has, along with most schools in the London area, faced considerable difficulties in recruiting and retaining suitably qualified teachers. In these circumstances it has done well to establish such a distinctive ethos that reflects the Greek Orthodox faith. That the school provides a satisfactory quality of education is testament to the vision and hard work of the headteacher, staff and governing body. Standards at the end of Year 6 in 2002 were slightly below average in English and average in mathematics and science. In Year 2 standards were well below average in reading and writing, but above average in mathematics. In both Years 2 and 6, standards observed during the inspection were higher, indicating that this is a school where, from a low starting point, standards are rising above the national trend. Standards in Greek are well above the expected level for a modern foreign language. Compared to their prior attainment, pupils achieve satisfactorily during their time at the school. Teaching is satisfactory overall, with good teaching in the Foundation Stage (nursery and reception classes), Year 2 and Year 6. However, there is a significant proportion of unsatisfactory teaching in Years 3, 4 and 5. Understandably the school has focused on the areas of literacy, numeracy and science and provision in these areas is good; however, the school has been slow to provide satisfactory provision in other subjects and fails to meet the statutory requirements of the National Curriculum in all other subjects, apart from science and design and technology. When all factors are taken into account the school provides adequate value for money.

What the school does well

- Teaching is good in the Foundation Stage and Year 2, and very good in Year 6.
- Standards in English and mathematics are rising above the national trend in Year 2 and Year 6.
- The school has quickly developed a very distinctive ethos in the traditions of the Greek Orthodox faith.
- Pupils have positive attitudes to learning in most lessons.
- Parents have a very positive view of the school and give very good support to its work.
- The teaching of Greek is good and standards are well above the expected level.

What could be improved

- The management of pupils, which is inconsistent across the school.
- Standards, which are below the national expectation in information and communication technology (ICT), history, geography, art and design and music.
- The broad and balanced nature of the curriculum; statutory requirements are not met in the subjects listed immediately above.
- The range of opportunities for pupils to think for themselves and express ideas.

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

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	N/A	N/A	D	E
mathematics	N/A	N/A	C	E
science	N/A	N/A	C	E

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

The information needs to be treated with caution for several reasons; since the school only opened in 2000, pupils taking their National Curriculum tests and assessments in 2001 and 2002 had clearly spent only a small proportion of their primary school education at St Cyprian's. The similar schools comparisons compare the school with others with similar proportions of free schools meals, but it needs to be noted that attainment on entry to St Cyprian's is much lower than most other similar schools. In addition, the school has very small year groups, of around 15 pupils so comparisons with national percentages have to be treated cautiously. Compared to their attainment in the Year 2 tests in 1998, (albeit at other schools) pupils taking the Year 6 tests made good progress in English, mathematics and science. In the Year 2 tests in 2002, standards were well below average in reading and writing and above average in mathematics. In both Year 2 and Year 6, the standards observed during the inspection were higher than those attained in the 2002 tests. This improving picture reflects the school's effective focus on literacy and numeracy; however, this has been at the cost of work in other subjects. Standards throughout the school are below the expected level in ICT, history, geography, art and design and music. Pupils with special educational needs and those who speak English as an additional language achieve well in most lessons. The school has set challenging targets for pupils attainment in English and mathematics and is on course to exceed these in the present Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are keen to learn and are polite and courteous.
Behaviour, in and out of classrooms	Satisfactory. The vast majority behave well, although occasional incidents of poor behaviour are not dealt with effectively enough in some classes.

Personal development and relationships	Satisfactory. Relationships are good in most classes, but there are not enough opportunities for pupils to take responsibility and show initiative.
Attendance	Very good.

TEACHING AND LEARNING

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

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 in the Foundation Stage is good overall, with strengths in personal, social and emotional development and in communication, language and literacy. In Years 1 and 2 there was an equal proportion of good and satisfactory lessons, with strengths in literacy and numeracy. In Years 3 to 6, there are significant variations in teaching. In Year 6, teaching is very good across the curriculum; however, although teaching in English and mathematics is satisfactory in Years 3, 4 and 5, there are consistent weaknesses in the management of pupils in these classes. The literacy and numeracy strategies have been effectively implemented and the structure these provide has had a positive impact on teaching across the school. Indeed, although ten per cent of teaching overall was unsatisfactory (all of it in Years 3 to 5), there was no unsatisfactory teaching in English or mathematics. Teaching of pupils with special educational needs and for those who speak English as an additional language reflects the pattern of teaching across the school, and is satisfactory overall. The management of pupils with behavioural difficulties in Years 3 to 5 is unsatisfactory. The quality of learning reflects variations in the quality of teaching and is well supported by the effective work of learning support assistants and by the satisfactory amount of homework that is very well supported by parents.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. ICT, history, geography, art and design and music do not yet meet the statutory requirements of the National Curriculum.
Provision for pupils with special educational needs	Satisfactory. Most pupils achieve well because of the clear targets in their individual education plans, but pupils with behavioural difficulties are not handled well in some classes.
Provision for pupils with English as an additional language	Satisfactory. Most pupils are supported effectively, but weaknesses in teaching in some classes restricts progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Social and moral development are good, but there are weaknesses in the breadth of cultural experiences offered to pupils.
How well the school cares for its pupils	This is a caring school, but there are some weaknesses in the way anti-social behaviour is monitored.

The school has established a good rapport with parents, who give good support to the work of the school, with many parents having an extremely positive view of the school's distinctive ethos.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has given a clear lead in establishing this new school, but there have been shortcomings in management leading to some weaknesses in provision.
How well the governors fulfil their responsibilities	The governing body have been very successful in establishing a distinctive ethos for the school, but have failed to ensure that all aspects of the National Curriculum are covered well enough.
The school's evaluation of its performance	The school is well aware of many of its weaknesses and is well placed to improve.
The strategic use of resources	Satisfactory use is made of a range of grants. The budget is well managed.

The accommodation is good overall, although there is inadequate provision for outdoor play for children in the reception classes. Resources are satisfactory in English and Greek, but there are significant shortcomings in other subjects. The school has a good number of teaching and non-teaching staff, although not all have a sufficiently detailed knowledge of the National Curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good in most classes. Children like coming to school and are keen to learn. The clear Greek Orthodox ethos that the school effectively promotes. Despite some acknowledged weaknesses, the school has made a good start and is well placed to improve. The way in which children, unhappy in their previous school, have settled quickly at St Cyprian's. The commitment to the teaching of Greek in all classes. The leadership of the headteacher. 	<ul style="list-style-type: none"> The way disruptive pupils are handled in some classes. The use made of computers. The use made of temporary and/or supply teachers in some classes.

The pre-inspection parents' meeting with the registered inspector was very well attended and extremely positive. The extent of parental pride in this new school is extraordinary. The inspection team agrees with most of parents' positive views as well as their concerns. The management of disruptive behaviour is a weakness as is the inadequate use of computers. The school has had difficulties in recruiting suitable teaching staff but no more than other schools in the area.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. St Cyprian's opened in September 2000 and, along with many schools in the London area, has faced considerable difficulties in recruiting and retaining suitable qualified teachers. As a new school it has also found it hard to attract an average range of pupils in terms of prior attainment. Understandably, parents whose children are happy and settled at their present schools have been reluctant to move to this new school, even in cases where they are attracted by the Greek Orthodox ethos of the school. Consequently, the school has a much higher than usual proportion of pupils with special educational needs, many with significant behavioural difficulties. Attainment on entry to the school is, therefore, below average overall and, in some classes, it is well below average.
2. Comparisons with national averages have to be treated with some caution, especially for pupils in Year 6, simply because these pupils have spent only a small proportion of their primary school education at this school. In addition, the school has very small year groups (with just 13 pupils in the 2002 Year 6 class, for example) and comparisons with national percentages are, therefore, unreliable. The similar schools comparisons also have to be treated with considerable caution as most schools in the same benchmark group as St Cyprian's have attainment on entry that is above average.
3. Children make a good start to their education and achieve well in the Foundation Stage (nursery and reception classes). There is a positive and effective emphasis on children's personal, social and emotional development and most are on course to meet the early learning goals before they start in Year 1. Children also achieve well in communication, language and literacy and in mathematical development, although children's low starting point in terms of speaking and listening means that many are not yet on course to meet the early learning goals in these key areas of learning. In the other areas of learning, children achieve well and are on course to meet the early learning goals in knowledge and understanding of the world, creative and physical development.
4. In the 2002 National Curriculum tests and assessments, standards at the end of Year 2 were well below average in reading and writing, but above average in mathematics. When compared to other similar schools, standards were very low in reading and writing and average in mathematics. The standards observed during the inspection were much higher in reading and writing and at the same standard in mathematics. This rise in standards reflects the school's determined focus on improving literacy skills across the school as well as the consistently good teaching of English and mathematics in Years 1 and 2. In science, there have been similar improvements in standards, from well below average last year to in line with the national average this year. In Information and communication technology (ICT), history, geography, art and design and music standards are below the expected level at the end of Year 2; in physical education and design and technology there was insufficient evidence to make a secure judgement. Low standards in these subjects reflect both a narrow curriculum and weaknesses in teachers' subject knowledge.
5. In the 2002 National Curriculum tests and assessments, standards at the end of Year 6 were slightly below average in English and average in mathematics and science. When compared to other similar schools standards were well below average. However, when compared to their performance in the Year 2 tests in 1998, albeit at other schools,

pupils have made good progress in English, mathematics and science. There are no significant differences between boys and girls or between different ethnic groups. Standards observed during the inspection were much higher in English, mathematics and science, indicating that standards in Year 6 are rising year-on-year above the national trend. Progress in Years 3 to 6 is inconsistent, with just adequate progress in English and mathematics in Years 3 to 5, but very good progress in Year 6. A consistent weakness in pupils' work in most lessons is the limited opportunities for pupils to think for themselves and express ideas. In mathematics and science, for example, there is a lack of investigative work and data handling. Another key weakness is the poor use of ICT to support pupils' learning in subjects across the curriculum. In other subjects, standards are below the expected level in ICT, history, geography, art and design and music. In these subjects, pupils' progress is held back by the lack of a broad curriculum, which is not extensive enough to meet statutory requirements.

6. Overall pupils with special educational needs make satisfactory progress in relation to their prior knowledge, understanding and emotional development. They usually reach the targets within their individual educational programmes which are clear. In class they are well supported, benefit from the good teaching in Years 1, 2 and 6 where they make good progress. In Years 3, 4 and 5, however, pupils with special educational needs related to behavioural difficulties are not always catered for well enough and, in a minority of lessons, they make unsatisfactory progress.
7. Pupils who speak English as an additional language make satisfactory progress. A key feature for these pupils is the sensitive and skilful support they receive from learning support assistants who work closely and effectively with class teachers. These pupils are successfully involved in all activities.
8. The structures of the National Literacy and Numeracy Strategies have been successfully implemented and pupils make at least satisfactory progress in all English and mathematics lessons. A weakness that holds back progress in English and mathematics is the limited opportunities pupils have to develop their literacy and numeracy skills in subjects across the curriculum; this shortcoming does not apply to Year 6 where there are a good range of such opportunities which contribute to the good progress these pupils make.
9. The school has set itself challenging targets to raise attainment at the end of Year 6. The headteacher and governors are aware of the need to raise standards further. The school is on course to reach this year's targets which, if achieved, will constitute a considerable rise on last year's results.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to the school are good and they show enthusiasm for their work. Inspection evidence supports the views expressed in the parents' questionnaire that children like coming to school. The school provides a range of accessible extra-curricular activities and childcare provision that are valued and well used. Good use is made of links with the community and the programme of visits to Cyprus gives opportunities for pupils to widen their experiences.
11. In most lessons pupils are interested and enthusiastic. Generally they settle quickly to tasks that are explained clearly and are able to sustain concentration. They are keen to ask questions and wait their turn to answer. Pupils of all ages tended to be more restless and tired in the afternoon and lacked concentration. This impacted on the

quality of teaching and learning. Opportunities to develop pupils' independent learning and research skills were not always consistently applied especially in Years 3, 4 and 5.

12. Standards of behaviour were observed as satisfactory. Most pupils behaved well during the school day, at playtime, in the dining hall and arriving at and leaving school. Year 6 pupils who were interviewed felt that behaviour had improved since September, a view supported by respondents in the parents' questionnaires.
13. No oppressive behaviour was observed but a small minority of pupils in Years 3, 4, and 5 are disruptive and are not always well managed. Where classroom organisation is weak this behaviour has a negative effect on the quality of teaching and impacts on pupils' learning. The school has previously had instances of bullying and introduced a behaviour management programme in May 2002. No pupils are currently excluded but the three fixed-term exclusions have been satisfactorily resolved.
14. Pupils show respect and mix well with their peers and with younger and older pupils and adults in the school. When given opportunities pupils work constructively in small groups and in pairs. Positive playtime activities were observed including constructive group play using available equipment and Year 6 pupils chaperoning younger children in a sensible and mature fashion.
15. Pupils understand the impact of their actions on others. A school assembly held the attention of all pupils by exploring the symbolic nature of water for Christian and Muslim religions. Within the school's strong and distinctive character pupils learn to respect the values and beliefs of others.
16. Older pupils receive some encouragement to take responsibility for younger children in the school through the prefect and team system. Year 6 pupils interviewed were very aware of the vulnerability of younger children in the school. However, opportunities to take responsibility and show initiative in terms of their work in lessons and in homework are not well developed. Good links have been made with a nearby secondary school to help with successful transition and continuity. Year 6 pupils were able to describe their aspirations and ambitions with conviction and clarity.
17. The role of the recently formed school parliament is to help all pupils understand their roles as citizens within the school. Parliament members were knowledgeable and had a good understanding of how to carry out their responsibilities. Overall, however, mentoring activities are underdeveloped. Year 5 and 6 pupils tend to be more concerned with routine tasks and there are limited opportunities for individual initiative and personal responsibility.
18. Attendance is very good at 97.6 per cent with no unauthorised absences. This has a positive effect on teaching and learning. Some pupils travel a considerable distance to get to school and there have been instances of persistent lateness. Appropriate and effective action has been taken by the school to improve punctuality.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching for children in the Foundation Stage (nursery and reception classes) is good overall. In the nursery it is consistently good and in the reception classes it is usually good. A strength of teaching is the calm, purposeful atmosphere that has been created which enables children to make a happy and confident start to school life. All staff are positive role models and work together very effectively as a team. Areas of strength are the good quality of teaching in the key areas of personal, social and emotional

development, communication, language and literacy and mathematical development. Teachers have a good knowledge of how young children learn early skills in reading, writing and number.

20. A characteristic of teaching through the rest of the school is its variability. Teaching is good in Years 2 and 6, satisfactory in Year 1 but unsatisfactory in Years 3, 4 and 5. A strength of teaching is the consistently satisfactory or better teaching in English, Greek and mathematics throughout the school. Although ten per cent of teaching was unsatisfactory, all of it in Years 3 to 5, there was no unsatisfactory teaching in English or mathematics. This reflects the school's determined focus to establish good provision in these two key subjects and the successful implementation of the National Literacy and Numeracy Strategies. Teachers have a sound grasp of both strategies and the impact of this is that lessons have a clear structure, shared learning objectives and proceed at a satisfactory pace. Nevertheless, many English and mathematics lessons were judged to be satisfactory rather than good because of two important weaknesses. In some lessons, the teacher spent too much time addressing the class with the result that pupils became tired and restless and lost concentration. Another is the use of the concluding part of the lesson (known as 'the plenary'); here teachers tended to summarise the content of the lesson but did not challenge pupils to think about whether they had managed to achieve the objective of that lesson.
21. The best teaching occurred in Years 2 and 6. Here lessons were presented in a lively, upbeat fashion that quickly engaged the interest of all pupils. A brisk pace was sustained throughout the lesson and the teachers' questioning was incisive and challenging. Pupils were expected to work hard and they did, often sustaining concentration for long periods. Lessons were well organised and teachers used a good range of methods to keep pupils busy and purposefully engaged. A scrutiny of work over the course of the school year shows that pupils, especially in Year 6, have worked very hard with considerable commitment and enthusiasm.
22. In the unsatisfactory lessons, a major weakness was the management of a small number of pupils, almost all of them boys. Inspectors did not observe any of the unruly behaviour reported by several parents, but there was a high degree of low-level, unco-operative behaviour that disrupted the flow of the lesson and made it difficult for some pupils to focus attention on the work in hand. In some lessons, the teachers' efforts to control these pupils meant that they were given far too much of the teachers' time with the result that some pupils, mainly girls, were given insufficient support. A further weakness is teachers' subject knowledge of National Curriculum subjects other than English and mathematics. The unsatisfactory lessons were in art and design, physical education, ICT, music and science. Even where no unsatisfactory teaching was observed, such as in history and geography, a scrutiny of pupils' work over the course of the school year revealed significant weaknesses. An interesting, and somewhat unusual feature of the unsatisfactory lessons was that almost all took place during the afternoon, when pupils were becoming tired. At this time of the day, teachers' presentations were simply not interesting enough to engage the interest of some pupils.
23. The assessment of pupils' work is satisfactory overall. The school has developed a sound range of strategies for monitoring pupils' progress as they move through the school, but such records are not used consistently enough by teachers to ensure that work presented to pupils is well matched to their prior attainments. A strength of the provision in this area is record-keeping and assessment of reading. Reading records are used effectively to ensure the texts presented to pupils are manageable but challenging. Pupils' work is marked regularly and effective use is made of praise and encouragement. However, marking rarely gives pupils a clear idea of their strengths and weaknesses, nor what they need to do to improve further. The way in which teachers

use assessment to guide their planning is inconsistent across the school; in some classes, lessons are skillfully amended to take account of pupils' earlier responses, but in other classes lessons tend to proceed regardless of what went before.

24. The quality of teaching for pupils with special educational needs and those who speak English as an additional language across the school is satisfactory; it is good in Years 1, 2 and 6. The school is small which helps teachers know their pupils well. As a result the teachers often develop good relationships with their pupils and plan work to match their needs. In the best lessons learning is made fun; pupils gain confidence and are willing to try. Pupils with special educational needs are included in all classroom activities and teacher assistants are used well. Generally teachers include pupils with special educational needs well. They ask them questions, listen to their answers and give them praise. However, in some classes for the older pupils, teachers spend too long talking and do not involve pupils with behavioural difficulties sufficiently well.

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

25. The quality and range of learning for children in the nursery and reception classes are appropriate and take due account of national guidelines. Children take part in a wide range of planned and thoughtfully structured activities and experiences, which give them a secure and positive start to their education.
26. The curriculum places appropriate emphasis on the development of speaking, listening, reading and writing skills within English and number skills within mathematics. The National Literacy and Numeracy Strategies are now clearly embedded in the school's work and are helping to ensure consistency of approach, but there are missed opportunities to develop literacy and numeracy skills through other subjects for example by the use of ICT. However, the quality and range of learning opportunities for pupils in both infant and junior classes is unsatisfactory overall because not enough time is allocated to teaching some subjects in enough depth. In ICT, history, geography, art and design and music, provision does not meet the statutory requirements of the National Curriculum.
27. The school makes good use of outside agencies and local education authority advisers and consultants to support the development of the curriculum. For example, a consultant has contributed to the development of consistency in the approach to teaching the four rules of number in the numeracy hour.
28. The community makes a good contribution to pupils' learning. Representatives from the police and fire services visit regularly and pupils are given useful and interesting talks on road safety. Members of local churches visit and pupils visit local shops to extend their knowledge of their environment. Pupils have taken part in festivals arranged through the Greek Embassy and have been visited by the local M P. The school is recognised as a school for 'Partnership in the Community.' Visits have been made to exhibitions in the local area to enrich the curriculum. For example, pupils visited a local World War Two exhibition as part of their history topic. Visits to Greece and Cyprus have taken place and promoted learning in history and geography. Video conferencing enabled Year 6 pupils to demonstrate their understanding of Shakespeare to Greek pupils and they learned about Greek literature.
29. The school is beginning to develop its links with neighbouring schools; for example, links have begun with local secondary schools to which pupils may transfer. Visits have been arranged to local 'Beacon' schools (schools providing excellence) and to schools where

there are outstanding teachers demonstrating excellent practice in subjects such as English and mathematics.

30. The emphasis teachers place on pupils' personal, social and health education is satisfactory. An effective policy and a published scheme of work are in place. The headteacher has identified the need for in-service training for teachers to address the use of open-ended discussions in classes across the school. Year 6 pupils benefited from taking part in the 'Junior Citizenship Challenge' organised by the local police. Pupils have been encouraged to raise money for charities such as Leukaemia research and the St Christopher's Hospice. The school is working towards achieving the Healthy School's Standard. It has recently developed a drugs and sex education policy.
31. Teachers make every effort in lessons and activities that support the curriculum to ensure that the contributions of all pupils are valued and celebrated. The curriculum is well organised to meet the particular needs of pupils with special educational needs in literacy and numeracy, enabling them to make gains in their learning over time. Work is nearly always matched to their particular needs. Learning support staff are used well to ensure that pupils make the best possible progress. The school does its best to provide learning opportunities for all pupils regardless of their age, ability, background or ethnicity to help them make the most of their time in school. However, in some lessons in Years 3, 4 and 5 the behaviour of a small group of boys meant that girls tended to be overlooked. Pupils develop an awareness of rules based on safety, protection and fairness. They learn how to relate to others and work as part of a team, for example in physical education. There is less evidence placed on independent thinking and in some lessons the teachers' tendency to dominate discussions prevented pupils from developing their own ideas.
32. The wide range of extra-curricular activities is a strength. Pupils enjoy the wide variety of activities which are well attended. The range of activities includes football, netball, Greek dancing, choir, family numeracy and individual piano tuition.
33. The development of spirituality is seen in the mission statement for St Cyprian's to be a very important aspect of the child's development. The promotion of spirituality in the inspection was judged to be sound. Opportunities for spirituality are experienced by the pupils on a daily basis through an act of worship. The use of a lighted candle and the covered table acting as an altar help pupils to focus their thoughts and create a reverent atmosphere in the large hall space. Pupils at these times were observed to take the act of worship very seriously and all participated in the sign of the cross, prayer and singing. On one occasion, a foundation class led the worship through the acting of a story of the bad-tempered ladybird. This presentation was well attended by parents, and this sense of sharing with family and friends was a good example of the spiritual and social opportunities the school offers its pupils.
34. The school's aim to develop spirituality is manifested in the many religious displays in classrooms and in the corridors of the school building. The displays are rich in quality paintings, symbols and artefacts and serve as a reminder for the children of the Greek Orthodox tradition as well as making them aware of the spiritual dimension in the daily routines of life. This approach to spirituality, however, does not extend sufficiently to the taught curriculum. The creative aspects of learning such as art, music, drama, and natural science do not provide enough opportunities for pupils to develop a spiritual sense of awe and wonder. However, a good example of this was seen in the nursery class where the teacher, through role-play with 'Brown Bear', created a very special uplifting experience.

35. Pupils have a strong sense of right and wrong. Year 6 pupils are very well behaved and many told inspectors that the behaviour of children in the school was improving. They know and understand the code of conduct for behaviour and most pupils in the school apply the code to their behaviour in a sensible and thoughtful way. Moral development is reinforced by strong Christian teaching through the act of worship and in the opportunities for learning in the school's programme for personal, social and health education that is timetabled on a weekly basis. The opportunity for moral development is, therefore, good.
36. Social development is good. A wide range of opportunities for social development is provided by the school, resulting in most pupils relating well to each other. Educational visits to support learning are well established and the residential visit in June to Cyprus offers pupils a rich experience to develop independence and self-reliance. There is also a growing programme of extra-curriculum activities involving sports or cultural pursuits and these give pupils another avenue of interest. The school is also represented by teams for football, netball and dancing and during sports day pupils enjoy competing in team colours. These activities effectively encourage pupils to engage in teamwork and co-operate together. Other social occasions are provided through the 'breakfast and end-of-day' care scheme, the Greek Community school and special events organised by the 'Friends of St Cyprian's'.
37. Cultural development is satisfactory. Staff appointments reflect the rich and varied cultural and ethnic mix of the pupils and these act as a good role model for relationships and friendships. The school rightly builds on the strong cultural heritage of ancient and modern Greece and Cyprus, with colourful and interesting displays and activities reflecting this proud association. Respect for other cultures is practiced with celebrations held for Divali, St Patrick's Day, St George's Day, Australia Day and Chinese New Year. Cultural differences are brought to life through religious education and geography lessons, although this is not extended enough in terms of art and design and music lessons. The few displays of art and design work in the school at the time of the inspection celebrated Western European culture exclusively and therefore opportunities are being missed when Eastern, African and American art forms are not taken into account.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Teachers and support staff provide satisfactory pastoral support to all pupils. They know the children well and take account of individual needs. Detailed information is held on the specific requirements of individuals and for pupils with special educational needs.
39. Overall the school has a good range of strategies in place to care for pupils and support them in school. The provision of breakfast and after-school clubs, a crèche and mother and toddler group ensures that pupils are well looked after and safe at the beginning and end of the school day. Mid-day supervisors make an important contribution to personal well being and the take up of school meals is high and assists healthy eating.
40. The school interior is well decorated and provides a welcoming and safe environment. Pictures of members of the school parliament are displayed with an outline of the purpose of the parliament. The school corridors also contain colourful displays of pupils' work and projects with a strong emphasis on the school's distinctive character and culture.
41. Plans for positive behaviour management are satisfactory but implementation is sometimes inconsistent within the classroom and during the school day. There are

examples of good target setting for pupils and monitoring and recording of progress in some classes. Rewards are reinforced through the regular assemblies and displays in classrooms and the school corridors. Good behaviour at meal times is also rewarded in a manner that encourages positive examples of caring attitudes.

42. Implementation of sanctions is less consistent. In Years 3, 4, and 5 some disruptive behaviour was observed and was tolerated. Year 6 pupils interviewed felt that sanctions and rewards were not always applied fairly or consistently, a view shared by a minority of parents interviewed. Some training in the recently introduced behaviour management programme has taken place, but this has yet to have any clear impact in some classes. The school is currently improving its links with education welfare, and other agencies to provide expertise in these areas.
43. Pupils with special educational needs are cared for equally as well as other pupils. They are valued and expected to reach their full potential. However, in some classes for the older pupils, teachers have insufficient skills to help pupils behave well and respect themselves and others.
44. Attendance record keeping is very good. Registration procedures are followed and management information co-ordinated by the secretariat. Weekly and monthly monitoring takes place and an award is made for the best class attendance. Absences and lateness are followed up swiftly. Child protection procedures are appropriately in place.
45. Effective arrangements are in place for pupils' well-being and health and safety. A governor sub-committee is responsible for health and safety action plans and risk assessment. The signing of emergency and fire exits is good and staff are appropriately identified and trained. Provision for first aid is good and there is a small dedicated area for sick children. Accident and incident books are kept up to date and hold accurate information and contact details.
46. Internet use was introduced for pupils in November 2002. A policy on access was put in place in December 2002 following an incidence of inappropriate use. Filtering of web sites and electronic mail and setting out of responsibilities for pupils and school staff are comprehensively covered. The policy is being communicated to parents and carers who are being asked to sign an agreement.
47. The school assessment records are generally satisfactory. All pupils are assessed in detail in English and mathematics. These test results are used to predict and set targets for pupils' future performance in tests. These predictions are shared with parents at the termly consultations, but pupils are not told their targets. Pupils know their class and personal or behavioural targets but do not remember what is expected of them in other areas of learning. The headteacher discusses progress towards these targets regularly with class teachers. Assessments in other subjects, such as ICT are not consistent throughout the school although a potentially good system has recently been established. Amending the planning of lessons so that all pupils can learn equally well is usually satisfactory and sometimes good due to the records kept by teachers and their assistants. Overall assessment is good for English and mathematics but is inconsistent for other subjects. Assessment for pupils with special educational needs is satisfactory but not all teachers know what to do as a result of assessment information, particularly behavioural difficulties.

48. Teachers discuss personal development with individual pupils and record actions in their profiles. Written comments are made in the record of achievement sent to parents. This reflects satisfactory practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Overall parents expressed a high degree of satisfaction with the school. Over a third of the parents' questionnaires were returned and the parents' meeting was well attended. Most parents say they are pleased with the progress of their children, think that teaching in the school is good and feel well informed and confident in approaching the school.
50. Parents were less positive about standards of behaviour and the way in which behaviour is managed. However, they are extremely supportive of the school and praised the dedication of the headteacher, staff and governors.
51. The school makes good efforts to keep parents informed through a variety of means. A monthly newsletter goes to all parents and there is regular correspondence and meetings with individual parents on pupils' academic progress and personal development. Information is provided in English and Greek and translation is available in meetings with parents.
52. Appointments for personal meetings and visits are dealt with effectively through the school secretariat and follow a standard procedure. The school also has two parent/playground representatives who act as a link between parents and the school at the beginning and end of the school day and meet regularly with the headteacher to discuss issues.
53. A complaints policy and procedure is in place with information generally only filed with the pupil record if the complaint is of a very serious nature. There is no overall monitoring of complaints for trends and common issues. The school has previously carried out surveys of parents but does not collect parents' views on a regular basis. This limits the use of parental feedback to inform and guide improvements in the school.
54. The involvement of parent volunteers with the school is good. The Parents' Association is an active fund raiser and event organiser. Parents help in the nursery and reception or read in Greek to pupils, whilst others assist with the production of teaching and learning resources for the classroom. The school has wisely chosen to channel volunteers into areas that are its key priority and where resources are limited.
55. The school has actively encouraged parental involvement in learning and is cited as good practice in a recent Croydon Local Education Authority publication. A family and numeracy literacy programme has been successfully established and the care schemes in place are designed to support this initiative. The effect has been to widen parental involvement with the school and to help parents become more confident with their children's learning.
56. The school has introduced home school contracts that are sent out and signed at the beginning of the school year. Homework is regularly set by teachers. It is proportionate and recognises the effects of the length of the school day and differentiated to take account of individual pupils' needs. Parents are encouraged to take an active interest in their child's homework and there is regular dialogue through shared diaries and reading records.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The governors with the headteacher have had a clear vision for the development of this relatively new school and a great deal has been accomplished during the first seven terms since the school opened. The school's shared values and aims are in the main successfully reflected in its work. There is a strong sense of community supported by the school's religious and cultural foundations. The leadership and management of St Cyprian's Greek Orthodox School are satisfactory.
58. The opening of a new school has meant that the headteacher has had to develop a school action plan on a broad front to ensure that all aspects that make an effective school are in place. The headteacher has been successful in this aim. Until recently, the deputy headteacher played a significant and influential role in the school's management and curriculum development. With the departure of the deputy headteacher and with problems recruiting a replacement, a decision was made to replace this post with a senior management team of four teachers. This arrangement has only been in place for one term, with the team members having made a satisfactory start with their new management responsibilities. The success of the senior management team will be dependent on the cohesive approach they take and in the way they support one another and the headteacher in furthering the school's future plans.
59. Governors are very supportive and committed to the school with many visiting on a regular basis. They have a well-defined structure of committees and individual responsibilities. Many bring considerable expertise to the governing body and all are very keen for the school to succeed. Some of the governing body are founder members and have been instrumental in developing the school from a project to a reality. Therefore, the governors' role in shaping the direction of the school has been very influential. The influence of the Greek Orthodox faith is evident in the day-to-day work of the school and can be seen in assemblies, displays around the school building and in the many social and cultural activities on offer.
60. In recent months there have been some changes to the governing body with some taking on a new or different role. At present the governing body does not ensure that the school meets statutory requirements for the National Curriculum in ICT, geography, history, art and design and music. It also has not produced a school race relations' policy. Minutes from governor meetings would suggest that the governors do not have a full picture of the strengths and weaknesses of the school and therefore do not take adequate steps to overcome them. For example, parental concern about inconsistent pupil behaviour was not initially seen as a significant problem and it has taken too long for action to be applied. The role of the governing body in the monitoring work of the school needs is not yet fully established at the centre for decision making.
61. Not everyone in the school fully understands their respective role, although most are committed to fulfilling it and in constantly improving. This is because some staff members are new to their responsibilities, while others are managing subjects that are not their particular curriculum strength. Some teachers have three areas of responsibility to develop and have difficulty prioritising their work. The generous amount of non-teaching time provided in the school week is not well used for subject management work. The co-ordination of English and Greek is good, and it is satisfactory for mathematics and science. Greek, English and mathematics having been the main focus in the school improvement plan have, therefore, had more effective leadership and management resulting in improved standards. Co-ordination has not been a priority in history, geography, ICT, design and technology, art and design, music and physical education with leadership and management in these subjects underdeveloped and therefore unsatisfactory. Subject leaders do not develop their

subjects through the provision of clear development plans that are linked to sound systems for monitoring and evaluating progress. The school development plan does not sufficiently address the training needs of subject co-ordinators in order to give them a wider understanding of their role and the skills necessary for them to fulfil their duties.

62. The special needs co-ordinator (SENCO) has a sound grasp of her management responsibilities. A strength has been in the way she has made good use of ICT to help with the construction of detailed individual education plans and their monitoring. Learning support assistants, who work with pupils who find learning and conforming difficult, are very well managed. All aspects of the management of the identification, assessment and monitoring of pupils with special educational needs are dealt with efficiently and arrangements for supporting pupils in and out of the classroom are satisfactory.
63. Provision for pupils who speak English as an additional language is well managed. The co-ordinator keeps detailed records of pupils' performance and monitors progress closely. Learning support assistants are extremely well managed and make a very positive contribution to pupils' learning.
64. Monitoring of teaching in English and mathematics and evaluating its impact have been a priority, with the lead being taken by the headteacher. This has resulted in improved standards in teaching and learning in these core subjects. Good use is being made of available data and other information to identify trends and make comparisons. There is now an effective system of tracking pupils' progress from the Foundation Stage through to Year 6 and this is used in target setting. The evaluation of assessment data is now used to inform strategic planning and, as a result, test results in 2002 show steady improvement. Alongside is a programme for monitoring teaching and learning with feedback given to staff, resulting in professional objectives being set. The school also works with a neighbouring 'Beacon' (outstanding) school and benefits from the work of an 'advanced skills teacher' who supports the school's work to raise standards and teachers' performance.
65. Work involving the monitoring of standards, classroom practice and the effectiveness of policies and procedures is being routinely carried out by the headteacher. This does not yet extend to include responsible staff and governors. Individual members of staff are encouraged to think about their own performance through professional interviews and professional development is provided wherever possible. There is in place a sound induction programme for new staff and newly qualified teachers are guaranteed some time each week for lesson preparation and marking. The school is taking part in the national programme, 'Investor in People' award and this is having a positive impact on work practices and ensuring that personnel are given opportunities to develop their potential.
66. The school development plan strategically looks at improvement over a three-year period. The action plan for this financial year is ambitious; there are two key issues with 39 objectives linked to points for action. Although the plan is detailed it is not linked to finances and this is a weakness in the documentation. The use of finances however, has been strategically planned, enabling objectives to be met. Monitoring of the finances is systematic with good governor involvement. One major decision taken by the governing body was to invest heavily in personnel, both teaching and non-teaching staff, in order that the school had flexibility to respond to pupil number growth and ensure that pupils had a settled start in their new school. This investment is now having a beneficial impact on generous class sizes that will ultimately attract new pupils.

67. The headteacher regularly monitors the actions of the school against the objectives of the school development plan. Governors and key staff are not sufficiently involved in this process by routinely questioning why they carry out particular tasks, what they need to achieve, what the different groups within the school community need and that alternative practices might produce better results. There is also a need for the school to consult confidently those who use and depend on it to understand their needs, forge partnerships and listen in order to win hearts and minds of pupils, parents and staff when managing improvement.
68. Office staff administer very good systems for financial control very effectively. The latest local education authority audit confirmed this. Financial reports make good use of new technology in administering and reconciling the budget. Securely established administration systems support the day-to-day running of the school. The finance policy outlines the school's policy of seeking best value for supplies and services with comparative prices analysed by the finance secretary. The headteacher and governors are prudent in making spending decisions and make best use of the budget to support educational priorities. Good use is made of grants for specific purposes such as literacy, numeracy and ICT.
69. The school has sufficient teachers and support staff, although there are ongoing difficulties in recruiting suitably qualified staff. Teaching assistants and support staff play an important role and make a positive contribution to pupils' learning and wellbeing.
70. Accommodation is satisfactory. The school is fortunate to have ample space. Access to and within the school is good and has taken account of the requirements of disabled pupils and adults. Pupils benefit from the use of spacious external play areas except for children in the reception class who do not have any designated outside playground provision. Whilst playground equipment is adequate for nursery children it is inadequate for the needs of all other pupils in the school. The school hall is large and noisy and not always conducive for some activities, especially school assemblies.
71. Learning resources are adequate for English, Greek, design and technology and physical education but inadequate for all other subjects.
72. ICT provision in the classroom and the newly formed computer suite is of good quality with sufficient workstations and appropriate software. However, investment in ICT is not maximised, use is poor and computers are not routinely used in lessons to provide variety in teaching and learning methods and extend pupils' learning.
73. The school library recently transferred to the vacated computer suite on the first floor and is in an early stage of development. Presently library provision is unsatisfactory in terms of access, quality and use. There is no provision for the loan of books and materials from the library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. To improve standards across the school, the headteacher, staff and governors should:
- (1) Improve the management of behaviour across the school by:
- ensuring the school's code of rewards and sanctions is implemented consistently;
 - providing professional development to teachers of positive strategies of behaviour management; and

- sharing effective practice between teachers so that successful strategies are celebrated.
(paragraph numbers: 13, 22, 31, 41, 42 60)
- (2) Raise standards of attainment in ICT, history, geography, art and design and music by:
- improving teachers' subject knowledge of the requirements of the National Curriculum;
 - undertaking a rigorous and regular scrutiny of pupils' work in these subjects in order to monitor standards more effectively;
 - improving teaching in these subjects by sharing the good practice that does exist in some classes;
 - improving the range and quality of resources in all the subjects of the National Curriculum; and
 - improving the quality of teaching and learning in the subjects mentioned above by providing shorter, more interesting lessons, with better use of teaching aids and artefacts and less time spent listening to the teacher.
(paragraph numbers: 4, 5, 20, 22, 23, 47, 61, 65, 67, 101, 121, 122, 124-130, 137-144, 145-149, 150-156, 165-172)

- (3) Provide a broad and balanced curriculum, with particular emphasis on ensuring that statutory requirements are met in ICT, history, geography, art and design and music by:
- introducing schemes of work that cover all the requirements of the National Curriculum;
 - providing professional development for subject leaders so that they develop a clear picture of their roles and responsibilities;
 - monitoring class timetables in order to ensure that each class has a balanced programme of lessons covering all subjects thoroughly; and
 - providing professional development in order to ensure that pupils use ICT to support their learning in subjects across the curriculum.
(paragraph numbers: 5, 26, 60, 102, 124, 137, 149, 155, 172)
- (4) Extend the range of opportunities for pupils to think for themselves and express ideas by:
- ensuring teachers engage pupils in more inter-active question and answer sessions and reduce the amount of time pupils spend merely listening to the teacher; and
 - giving pupils, especially in Years 3 to 5, more opportunities to engage in personal projects, both in lessons and as part of their homework.
(paragraph numbers: 11, 16, 17)

Minor issue that the school should consider:

- Develop a Race Equality Policy

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	25	26	5	1	0
Percentage	0	6.5	41	42.5	8	1.5	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	9	160
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	96

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	2.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	13	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	13
	Girls	10	7	9
	Total	18	16	22
Percentage of pupils at NC level 2 or above	School	75 (38)	67 (50)	92 (75)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	4	6
	Girls	7	5	7
	Total	13	9	13
Percentage of pupils at NC level 2 or above	School	54 (50)	38 (88)	54 (50)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	5	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	4
	Girls	8	7	8
	Total	10	10	12
Percentage of pupils at NC level 4 or above	School	77 (n/a)	77 (n/a)	92 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	8	8	8
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	92 (n/a)	92 (n/a)	100 (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**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	11	3	0
White – Irish	0	0	0
White – any other White background	75	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	43	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	19	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table 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)	8
Number of pupils per qualified teacher	20
Average class size	18

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	186

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	6.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	473,495
Total expenditure	473,227
Expenditure per pupil	3,219
Balance brought forward from previous year	56,412
Balance carried forward to next year	56,680

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	178
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	62	33	3	0	1
Behaviour in the school is good.	45	39	7	7	1
My child gets the right amount of work to do at home.	54	36	9	0	1
The teaching is good.	71	25	3	0	1
I am kept well informed about how my child is getting on.	62	32	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	26	0	1	0
The school expects my child to work hard and achieve his or her best.	70	29	0	0	1
The school works closely with parents.	67	32	0	1	0
The school is well led and managed.	52	36	6	1	4
The school is helping my child become mature and responsible.	67	30	1	0	1
The school provides an interesting range of activities outside lessons.	62	30	6	0	1

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

75. Overall the provision for the children in the Foundation Stage is good due to the quality of teaching. All children are included in a wide variety of activities and the teachers take an obvious delight in their children's learning and progress. They are given a good start to school and in the nursery the curriculum is enhanced by the teacher speaking Greek to teach this subject alongside others. The relationships between children, staff and parents are very good.
76. Children start school in the nursery when they are three years old and attend for the morning only. After a year they move to one of two reception classes where they attend on a full-time basis. Currently there are 51 children educated in the Foundation Stage, 17 in the nursery and 17 in each of the two reception classes.
77. When children start school their prior knowledge and experience is below that expected for their age in language and literacy. The percentage of children who have English as an additional language is higher than average, but these children make rapid progress and soon learn to understand and speak English due to the effective bi-lingual teaching in the nursery. An average percentage of pupils have special educational needs. All children have equal access to activities and are included with work matched to their needs. Children of all abilities make good progress throughout the Foundation Stage and most children currently in school are likely to achieve the early learning goals in the six areas of learning, apart from language and literacy, by the time that they start Year 1.
78. The school is effective in establishing very good links with parents. They are very supportive of the school and help in class and support their children at home by reading with them and playing the games loaned by the school. A very good home-school communication book keeps track of this.
79. The quality of teaching at the Foundation Stage is good overall. It is consistently good in the nursery and usually good in the reception classes. One of the twelve lessons seen was very good and one unsatisfactory. In the very good lesson in the reception class the teacher had very good behaviour management skills and moved the lesson along at a brisk pace. Consequently the children were absorbed and very interested in their work. The teachers have a good understanding of children's needs and how best they can help them. Thus they provide a good range and variety of activities which are well matched to the children's needs and capacity to concentrate. Teaching assistants work well as part of the teaching team. They help to maintain the momentum of the lesson and ensure that all children are purposefully occupied. They also help teachers match work to the children's needs by making ongoing notes as to the children's successes and areas to be developed. The teachers and support staff set very good role models. They respect the children and thank them for their contributions, especially when they have been kind to each other. The one unsatisfactory lesson was as a direct result of the timing of the lesson and inappropriate resources. This was a physical education lesson at the end of a long school day.
80. The curriculum followed is appropriate for children of this age. Planning is detailed and good for language and literacy and for mathematics, which are the school's priorities. Planning for the other areas of learning is satisfactory and a good feature is that the teacher assistants know exactly what is expected of them. However, the planning for, and use of, the outside area is underdeveloped. Topics are planned on a two-year cycle

so that they are not repeated. However, some are set for inappropriate times of year, for instance 'mini-beasts' in the winter when butterflies and caterpillars will not be seen. As a result the nursery teacher has set up a mini-garden indoors so that the children can observe seeds and the structure of plants. The teaching of Greek enriches the curriculum. This works very well in the nursery where the class teacher speaks both English and Greek during everyday classroom activities. In the reception classes, however, both classes are timetabled to work with the Greek teacher together for an hour a day. This results in a very long morning, a large class and that all other subjects, apart from language and literacy and mathematics are squeezed into the afternoon. In a few of these Greek lessons the pupils become over-excited and do not pay sufficient attention.

81. The management of this stage of learning is satisfactory. A strong team has been built and substantial funds invested to improve curriculum provision, especially for the outside. There are plans to provide an outside learning area for the reception class. The joint planning has helped a relatively new member of the team to teach well. Ideas and new initiatives are shared. The transition between the nursery and reception classes is smooth. The whole team is committed to improve and do well by their children. Thus they have linked with a local 'Beacon' school to learn more. However, the leader of the team is not part of the senior management and has not been trained to observe other teachers. She is given too little time to monitor standards and the quality of teaching. The senior management team has not monitored this part of the school sufficiently.

Personal, social and emotional development

82. Children's achievement in this area of learning is good and reflects the effective teaching. Even though many children have below average development when they start school, most reach the early learning goals by the time they start Year 1. Most children are independent learners as they are encouraged to keep busy and find their own equipment. They concentrate on the interesting tasks that they have chosen and concentrate on finding out more. They independently tidy up after activities and welcome new members to their group. Teachers' good child management skills are extremely significant in achieving this result. All staff have very good insight into how children learn and are alert to every opportunity to further their personal development. Strategies include a calm yet enthusiastic manner which reduces children's anxieties, a sense of humour, and the modelling of very good inter-personal skills. Thus good relationships are established. When the children are praised they know why they are doing the right thing and are therefore able to do the same again. As a result the children wait their turn and generally work well together.

Communication, language and literacy

83. Children's learning and progress in this area is good in response to good teaching. Many children start school with standards in English which are below average. Despite making good progress many children leave the reception class with underdeveloped skills in speaking and listening and writing. However, the more able pupils write a few sentences using capitals and full stops. The youngest children begin to use mark-making in their play, writing notes and taking orders in 'the restaurant.' Most children recognise and write their name. They write using spelling which matches sounds in words, and letters are formed correctly. Some pupils use good description such as 'Annancy is happy, handsome and funny'. Teachers mark their children's work very well, identifying good work and areas for development. In teacher-led sessions most children listen intently. This is because the teachers read stories very well and use the children's responses to make the story interesting. As a result, by the time the children enter the

reception class their vocabulary is extended. Staff always value the children's comments; they listen to them and respond appropriately. This often helps children learn from each other. They volunteer to answer questions and offer comments about what they have noticed, for instance in the reception class they re-tell the story of 'can't you sleep a little' in the correct sequence. Learning is made fun when the children use drama to show different emotions. The literacy hour has been adapted appropriately to meet the needs of these children.

84. The teaching of reading is well managed. Standards in reading are very close to national expectations in the nursery and meet expectations of the early learning goals at the end of the reception year. The children's progress is good and their achievements are systematically recorded. In the nursery the children love stories and predict what will happen next using picture clues to help them. In the reception classes the children recognise several words and confidently try to read new words. Teachers use big books to attract the children's interest and help them to read because they can see the print in whole-class sessions. Appropriate books are used for group sessions but there are too few reading books to share between all three classes. Overall, the National Literacy Strategy is very well modified and used to meet these children's needs and sufficient time is given to develop the children's knowledge of sounds in words. Teachers use skilled questioning to direct their children's attention to important facts without destroying the enjoyment of the story. The children take books home and the good communication between parents and staff helps the children improve their reading skills.

Mathematical development

85. Children's achievements in this area are good with almost all reaching the early learning goals. Teaching is good, enabling children to build on what they know already and enjoy new experiences. Children with special educational needs are included in all activities. Tasks are matched to their understanding so that they are confident to try to find out the answers and explain what they have done. Children in the nursery are keen to play games where they need to count to five in order to put the right number of model mini-beasts on their board. From the start, the children are given very interesting tasks to help them observe, think and learn. For instance, in the nursery, they line up counting the number of children in the class. In the reception class the teacher uses a good strategy of a 'deliberate mistake' to encourage pupils to count to twelve. The children very quickly realised that the washing line was in the wrong order. The children are encouraged to count and subtract by singing. As a result most children count reliably to ten. They order these numbers and understand one more and one less, add and subtract numbers to ten. They recognise the shape of a triangle and use this to make kites. The teachers are flexible and quickly adapt the tasks to the children's needs.

Knowledge and understanding of the world

86. Starting from a broadly average basis, children make good progress in response to good teaching. Children are introduced to the natural world and are amazed at what worms do. Throughout the Foundation Stage the children are provided with magnifying glasses so that they can look closely to observe their 'inside garden.' The nursery teacher has plans to develop the garden later in the year. Each child has equal access to the computer and programs are installed to help develop all areas of learning. A parent gives very good support to the school by working in the nursery class regularly. A good system has been set up to make sure that all children make the most of the computer in the nursery class. Most children have good skills with the 'mouse', the hand control which directs the computer to pinpoint movements to correct words and access

different programs. The children in the reception classes benefit from the teachers' good skills with the computer. The 'interactive whiteboard' is used well to guide the children in gathering information from a big non-fiction book about ladybirds. As a result most children confidently draw pictures of mini-beasts using the correct colours. They use the 'mouse' to access the print icon and print their work. The children are well prepared and confident with their tasks and work well together.

Physical development

87. The teaching and development of children's physical skills in the nursery and reception is satisfactory overall. As a result the children's skills are satisfactory. In the nursery the children have access to a large, well-resourced outside play area. The reception children only use this once per week. There are plenty of wheeled vehicles to develop the children's large movement skills but this area is insufficiently planned to help the children develop their skills regularly. The time in the large school hall is used weekly but this venue is inappropriate as it is too large and is timetabled at the end of a long school day. However, where teaching is good and the teacher limits the space to be used the children use the space well to move around the hall, they use their arms to help them to balance and make various shapes and movements to represent different mini-beasts such as flying and crawling. In preparation for physical education lessons, the young children dress and undress themselves reasonably independently. Children's skills are satisfactorily developed in the outside play area, enabling them to ride tricycles and pull carts without collision. In class the children's fine movements are developed well, resulting in them using scissors adequately. They hold pencils correctly and roll and manipulate clay or play dough with skill. This is because they are given plenty of opportunities to improve their skills through a range of well-organised activities.

Creative development

88. Teaching is satisfactory. Standards in this area are broadly in line with expectations for the age and the majority of children meet the early learning goals by the end of the Foundation Stage. Good links are made with other areas of learning such as in the nursery where mini-beasts are painted using the correct colours and in reception classes pupils use the computer to paint these pictures. Teachers display the children's work well and encourage them to observe closely.
89. Creative opportunities of a different kind are available on a daily basis as children engage in role-play activities such as the 'home corner' in class where children, mostly boys, organised themselves to take a meal in 'the restaurant' chatting to each other and encouraging adults to join in. They have an enjoyable time, although there are not always enough resources to help them develop their mathematical skills sufficiently. For instance, when setting the table there were not enough knives, forks and spoons for each person which does not help them learn that each number represents an object. Children enjoy singing. They sing in time and tune and use actions to illustrate their enjoyment of this area of learning.
90. Overall as the provision for the first two years of school, the Foundation Stage is a strength of the school. Consequently most children make good progress and enjoy learning.

ENGLISH

91. In the 2002 National Curriculum tests and assessments at the end of Year 2, results in reading and writing were well below the national average. Results at the end of Year 6

were just below the national average. Given the low starting points for both groups, these results indicate sound levels of achievement for pupils in Year 2 and good levels of achievement for pupils in Year 6. The standards of work seen during the inspection were higher in both year groups. In Year 2, for example, there has been a sharp rise in pupils' attainment in reading and writing and standards now are only just below average. In Year 6, standards in English are now clearly above average. There are no significant differences between the attainment of boys and girls, nor between different ethnic groups.

92. By the age of seven, pupils' attainment is below average in speaking and listening. Many pupils have short attention spans, but are able to understand the main points of what is said. Speaking skills are also below average, with only a few pupils able to vary the tone of their voice to match what they are saying. Many pupils, but especially those with special educational needs and those who speak English as an additional language, benefit from the skilful support of learning support assistants, who often interpret instructions for pupils in a sensitive manner that enables them to take a full part in class activities.
93. In reading, pupils in Year 2 know how to tackle unfamiliar words. They use their knowledge of the sounds made by letters with considerable skill and often look at the pictures for clues. A weakness in reading, apparent in the 2002 tests and observed during the inspection, is the relatively few pupils reaching the higher levels expected of this age group. A strength of provision is the very good support given by parents to their children reading at home. A scrutiny of pupils' reading diaries show that almost all take their books home on a regular basis and most parents have established a useful and constructive dialogue with teachers through their comments made in the diaries. The structured and consistent approach to homework makes a significant contribution to the rising standards in reading.
94. The quality of handwriting in Year 2 is satisfactory. Most pupils form their letters correctly and show a pride in the presentation of their work. Most pupils know what makes a correct sentence and use capital letters and full stops accurately. However, few pupils manage more than short sentences and the use of adjectives to enliven written work is rare. A weakness in pupils' written work is the poor pace of work over the course of the school year. One outcome of this is that, as in reading, more able pupils are not fully stretched and few are approaching the higher levels expected of this age group.
95. In the present Year 6 standards are above average in all aspects of English. This represents good levels of achievement when compared to their prior attainments.
96. In Year 6, pupils' speaking and listening skills are good and are developed well in lively class debates about a range of issues, as in a discussion about the poem 'Flannan Isle' that had been superbly read by the teacher. Pupils listen to one another with respect and often contribute thought-provoking and mature ideas. These pupils are benefiting from their teacher's insistence that they use clear, specific vocabulary. Speaking and listening skills throughout the school are enhanced by the school's own 'parliament' which gives a small number of representatives the chance to discuss and debate constructive ideas about how to improve the school environment.
97. Progress in reading is good. During the inspection a large number of pupils were heard reading with considerable confidence and panache. As with their younger peers, good use is made of individual reading diaries, although the use of these does decline somewhat as pupils move through Years 3 to 6. A strength of the provision is the good

match between pupils' differing needs and the texts they are presented with. Pupils with special educational needs make good progress in reading as a direct result of the well-planned support given by learning support assistants, who work hard to listen to pupils' efforts in a supportive and constructive manner.

98. Standards in writing in Year 6 are above average. Many pupils have developed a personal, engaging style that is easy to read and thoroughly enjoyable. Writing is creative, thoughtful and extremely well presented. A strength of written work is the confident way in which pupils write about their feelings and opinions. Sentences are often complex and superb use is made of adjectives to bring the writing to life.
99. The good standards observed in Year 6 owe much to the lively work ethic in the Year 6 class. A scrutiny of pupils' work in Years 3 to 5 indicate that progress in these classes is only adequate. Whereas the pace of work in Year 6 is very good, in Years 3 to 5 it is pedestrian. The presentation of work in these classes is very variable and often poor.
100. Teaching in Years 1 and 2 is good. In Years 3 to 5, teaching is adequate and in Year 6 teaching is very good. There was no unsatisfactory teaching observed during the inspection. There are some common factors to teaching throughout the school. The school has focused on implementing the National Literacy Strategy and with some success. The use of the recommended planning for the strategy gives lessons a clear structure and ensures that lessons have a calm and purposeful atmosphere. All teachers have at least a sound knowledge and understanding of the subject. In the best lessons, teachers' introductions are brief, interesting and engage the interest of all pupils. Questioning is incisive and stimulating.
101. Although teaching in Years 3 to 5 was satisfactory, there were weaknesses in teaching in these classes. In too many lessons, teachers spent too much time addressing the class, usually for more than 30 minutes and sometimes for as long as 45 minutes. The impact of this was that pupils found it hard to sustain their full attention and some became bored and restless. Teaching in Year 6 is lively, thought provoking and totally engages the interest of a very hard-working, committed group of pupils.
102. There are two weakness in teaching across the school. Very little use is made of ICT to support work in English, with many missed opportunities observed during the inspection. A scrutiny of pupils' work throughout the year confirms this weakness. In addition, the development of pupils' literacy skills in other subjects is weak. Apart from Year 6, there are few examples of pupils developing their writing skills in subjects such as history and geography.
103. The quality of marking is variable, but satisfactory overall. Most teachers use praise well to reward pupils, but evaluative comments that give a clear picture of what is required to improve further are too rare. Teachers in all classes keep detailed records of pupils' progress and these assessments are used well to ensure that the work presented to pupils is well matched to their recent attainments.
104. The teaching of pupils with special educational needs and those who speak English as an additional language reflects the patterns across the school described above. A strength of the provision for these pupils is the consistently effective support provided by learning support assistants and the good record-keeping strategies used to monitor progress.
105. The leadership and management of the subject are good. The recent priorities have been to effectively implement the National Literacy Strategy and to provide a wider range of purposes to inspire pupils' writing. In both these areas the school has been

successful. The subject co-ordinator sets a good example with her own high quality of teaching in English and has a clear view of what needs to be done to further improve standards across the school. Resources have improved recently and are now satisfactory, although the library is under used and does not support pupils' learning effectively.

MATHEMATICS

106. Results in the National Curriculum tests and assessments in 2002 at the end of Year 2 were above the national average and results have risen significantly since 2001. Results in the national tests at the end of Year 6 were in line with the national average. Standards of attainment overall, based on evidence from the scrutiny of work, assessment data and discussions with pupils and teachers are above average for pupils currently in Year 6. This represents an improvement on the standards achieved by last year's group. There is no significant difference in the attainment of boys and girls, nor between different ethnic groups.
107. In comparison with attainment of similar schools at the end of Year 6 pupils' attainment was below the national average. Pupils' attainment at the end of Year 2 was average in comparison with similar schools.
108. In Years 1 and 2, pupils are working at an above average level. Higher attaining pupils in Year 1 do addition and subtraction operations to 100, whilst average attainers can estimate and measure using non-standard units and below average pupils can add three coins to make ten and know their number bonds to ten. Those higher achievers in Year 2 can recognise fractions $\frac{3}{4}$, $\frac{3}{8}$, and measure in centimetres. Pupils within the average range understand repeated addition linked to multiplication. Below average pupils can find different practical ways to make ten. There is less evidence of using and applying mathematics in their books but when questioned pupils of average and above ability are keen to explain methods they have used to arrive at an answer. This was observed in one Year 1 class and a Year 2 class where pupils showed a sound ability to reflect on and refine their answers. However, pupils are not developing their own strategies to solve problems and present their workings and the use of open-ended problem solving investigations are not sufficiently evident in lesson observations. A scrutiny of work across the school showed little evidence of work on data handling except in Year 6. Attainment targets for number and shape and space were adequately covered. In Years 3 to 5 the coverage of attainment targets is similar to Years 1 and 2 with limited evidence of investigative work and data handling. In Years 3 to 5 there was less emphasis on multiplication and instant recall and when questioned, pupils of average ability in Year 4 struggled to recall simple multiplication facts. Attainment and achievement were above average in Year 6, where pupils worked diligently across all aspects of the subject and where the standard was consistently high. In Year 6, pupils designed their own room layout combining work on area and perimeter linked to a real-life situation. Pupils working on angles were able to explain how to find the size of an angle from related information and were knowledgeable about the names of angles and properties of shapes. The majority of pupils can add and subtract four-figure numbers, and are able to find the mean average of a number. They understand reflective and rotational symmetry. There was a much greater output of work in Year 6 than in Years 3 to 5 and presentation was of a high standard in Year 6, but only adequate in Years 3 to 5.
109. The quality of teaching is satisfactory overall. Teaching observed in Years 1 and 2 was good and teaching in Years 3 to 5 was satisfactory. Teaching in Year 6 was good. Where lessons are good, teacher input in the whole-class session is clear with good

use of well-focused questions in the oral sessions to draw out and develop pupils' understanding in relation to different levels of ability. The concluding part of the lesson is also clear and well paced. Group work is well matched to pupils' differing abilities and classroom support is well used in both whole-class and group activities to support pupils with special educational needs and those who speak English as an additional language. Time management is good and there is a brisk pace to the lesson ensuring all pupils are motivated and remain on task. For example, in a good lesson in Year 1 the teacher's effective planning for different abilities enabled higher achievers to successfully write number sentences involving multiples of ten while the effective use of a learning support assistant helped special educational needs pupils to practise one-to-one correspondence.

110. In less effective lessons the middle part of the numeracy hour is less successful because too little emphasis is placed on how much pupils will achieve during this time. The pace in these lessons is adequate, but is not enough to enable pupils to make good progress.
111. Throughout the school pupils with special educational needs make satisfactory progress. This is due to the additional support they receive during the numeracy lessons from learning support assistants, who help to boost their confidence and give appropriate help in small groups or individually. The high proportion of pupils with an additional language use mathematical language well. These pupils make good progress as a result of the bilingual approach in the teaching, especially in Greek.
112. The mathematics curriculum is sound and a clear policy exists which underpins the teaching of the subject. The National Numeracy Strategy is used consistently and effectively across the school. It has had a positive impact in raising pupils' achievement particularly in instant recall of number facts for mental calculations and the use of mathematical vocabulary, but there is less evidence of using and applying mathematics to solve problems. There was also little evidence of data handling. The planning of the oral and mental work ensures that pupils of differing prior attainment are asked appropriate questions, but in some classes there was a lack of suitable differentiated activities to motivate and support the needs of all pupils.
113. There was little evidence of numeracy being used to support learning across other areas of the curriculum except in a science lesson in Year 6, when the teacher successfully linked pupils' work on angles to reflection work using mirrors. Despite the provision of a computer in each classroom, ICT was not used enough to support the learning of mathematics.
114. During the lessons pupils behaved well, they showed consideration for each other and treated resources with care. The attitude of most pupils was good, they listened attentively especially during the oral and mental sessions but during the individual and group work some were observed to be off task and produced less work than they should have. However, this was more due to teachers not identifying a target for this part of the lesson with certain groups and thus the pace slowed significantly and the quantity of work produced was limited. This was particularly evident in one Year 1 class and in Years 3 and 4.
115. Leadership and management of the subject is satisfactory overall. The National Numeracy Strategy has been adequately implemented and the co-ordinator has had an opportunity to monitor lessons and scrutinise pupils' work. However, this is not built into a continuous cycle and, therefore, there is less opportunity for the co-ordinator to assess continuity in teaching and learning across the whole school. Support from a

local education authority mathematics consultant has been beneficial and the co-ordinator has run professional development courses for teachers to ensure consistency in the teaching of number across the school. Training courses have also been provided for teaching assistants who are now giving extra support in classes, particularly for pupils with special educational needs. A successful course was run for parents of pupils in Years 1 and 2 and there are plans to do the same for those with pupils in Years 3 to 6. A family numeracy group comprising of parents meets with a mathematics consultant from the local education authority to understand how they can help their children at home. Provision has been made for newly qualified teachers to observe leading mathematics teachers in the area and 'booster classes', providing extra focused teaching sessions, have been held for pupils in Years 2 and 6. Useful links are also beginning with local secondary schools. Effective systems for assessment are in place and results of tests are analysed. All work is marked regularly, but there is little evidence of pupils being aware of their own targets. Marking is often confined to ticks and simple praise, with much less evidence of a developmental approach that gives pupils a clear idea of their own strengths and weaknesses. The large discrepancy in last year's teacher assessment of Year 2 pupils against actual results would suggest that there is more work to be done in terms of accurate assessments in the Year 2 national assessments.

116. Resources for mathematics are insufficient with classes having to share materials. For example, pupils in Years 2 and 3 would have benefited from the use of individual number lines to support their learning and the sharing of resources in the Year 3/4 class impeded pupils' progress.

SCIENCE

117. The standard of attainment in science at the end of Year 6 in the 2002 National Curriculum tests was average when compared nationally and below average when compared to similar schools. However, progress was considered to be excellent for this group of children who were below average in science at the age of seven. Current Year 6 work would indicate that results will be significantly higher in 2003 as the standard of work is good. At the end of Year 2, science attainment was well below average when compared nationally and very poor when compared to similar schools. The work seen in the present Year 2 class suggests that standards are now rising and should be average in the 2003 assessments.
118. One of the reasons why Year 2 pupils in 2002 did not do well in their science assessments was the very high proportion of pupils with special educational needs or who have English as a second language in this particular year group. Lesson observations during the inspections noted that when a learning support assistant supports similar groups of pupils or individuals they make good progress. The quality of the teaching support provided by the assistants was very good and made the learning very explicit for the children.
119. Pupils throughout the school are provided with a comprehensive programme of science and this enables them to acquire a knowledge and understanding of the world around them, of materials, living things and physical processes. In Year 2 pupils learn that plants are living things, they talk knowledgeably of conditions for growth and know light and water are essential. They also predict the growth of cress seeds in their experimental work. Pupils showed that they were able to prepare a range of questions to aid them in their observations. Pupils at this age are developing good investigative skills with their work and are engaged in simple measuring and recording tasks.

120. In a very good Year 6 lesson, pupils learnt about light through the investigation of four scientific activities that led them to hypothesise why light travels in straight lines and about the nature of shadows. Through sensible application they learnt that objects moved close to the light source made bigger shadows. They learnt how light reflects off opaque objects and by using their mathematical knowledge of angles use mirrors effectively to prove this point. They also learnt that light travels at different speeds through air and water and this causes refraction. Learning opportunities like this contribute to the spiritual dimension of learning and pupils respond with thoughtful questions and a sense of awe and wonder is created.
121. When learning opportunities in science are practical and investigative, pupils' attitudes to their work are enthusiastic and in these lessons pupils listen and respond well to teachers' questions. Good co-operation and team work between pupils, particularly when they comment on and evaluate the work of others, makes a good contribution to learning in science. However, attitudes are unsatisfactory in science when pupils sit for long periods of time and are talked to by the teacher. For example, in one fifty-minute lesson in Year 5, pupils listened for too long and many became distracted because the lesson was dominated by inappropriate questions and the poor behaviour of a few boys.
122. Overall teaching in science is satisfactory, it is satisfactory in Years 1 and 2, and unsatisfactory in Years 3 to 5, with some very good teaching in Year 6. This very good teaching was characterised by a practical approach that developed pupils' learning from an appropriate level of understanding and knowledge. In these successful lessons, the pace of lessons was good because the teachers were secure in their own subject knowledge, had good questioning technique, provided appropriate practical activities with the right level of equipment and materials and had the support of learning support staff. In unsatisfactory lessons teaching was pedestrian, poorly prepared and inadequately resourced with teaching aids and equipment that was not sufficient for the numbers of pupils, or in one case none at all. In one lesson in Year 3, pupil learning was confused because the teacher was not explicit in her teaching of reading the thermometer and in the unrealistic expectation of pupils reading temperature in both Celsius and Fahrenheit scales.
123. Management of science is just satisfactory because it has not been a priority for the school and the co-ordinator for science also has responsibility for mathematics that has had a higher developmental profile. Nevertheless, in the four terms in which the co-ordinator has had responsibility for the leadership and management of science, standards at the end of Year 6 have risen year on year and are now average. The science action plan recognises the need to develop a stronger investigative approach to science through professional development. The co-ordinator does not make enough use of the skills of the current Year 6 teacher in developing this approach, as the necessary expertise is already in the school. Monitoring science teaching and learning is as yet underdeveloped. The planning of science teaching is periodically reviewed and ideas for assessment and for monitoring standards are now being applied using the Croydon Local Education Authority's 'Principles of National Curriculum Levels' document. The co-ordinator has not ensured that levels of resources are adequate with the result that the quality of teaching and learning was impaired by the lack of, or shortage of, equipment.

ART AND DESIGN

124. Standards are below the expected levels at the end of Years 2 and 6 and the range and quality of work is limited. Provision for art and design does not meet the requirements of the National Curriculum.

125. Of the pupils' work that was scrutinised, there is little to suggest a satisfactory development of skills over a period of time. Sketchbooks were seen from pupils in Years 3 to 6, but work in them is limited. Work in these sketchbooks is mostly copied and there are few opportunities to sketch ideas or practise techniques.
126. There is little work showing how pupils' use of paint is developed and extended through the school and the absence of good quality resources is a contributory factor. The school lacks a range of brushes of sufficient quantity and quality, different types of paper plus a lack of more specialist materials, such as pastels and clay. Basic resources such as aprons are lacking. Because of the lack of equipment the school has tried to make use of 'found' or junk material and there is evidence of collage and montage in the older classes.
127. Teaching is unsatisfactory, partly because of shortcomings in teachers' subject knowledge and partly because of the limited range of resources. In Year 2, a lesson on the drawing of buildings was well structured, the teacher enabling pupils to progress by appropriately demonstrating shading techniques and the correct holding of pencils. The pencils used were restricted to HB. The paucity of these resources limited pupils' progress.
128. In the one lesson observed in Year 5, pupils were linking their work to a personal, social and health education lesson with an 'anti-smoking/alcohol' theme. Little teaching of techniques was given and the teacher concentrated solely on the organisation of pupils. The finished results were of poor quality and pupils' attainment was well below average.
129. There is little opportunity for pupils to study the work of other artists because of lack of resources. The school does not yet have a bank of resources which includes pictures and information of the work of artists across different cultures. However, limited evidence from a scrutiny of pupils' work showed that some brief attempts had been made to introduce pupils to the work of other artists such as Picasso, Giacometti and Kandinsky.
130. Subject leadership is unsatisfactory. The subject is led by a teacher who has two other curriculum areas to co-ordinate. She is enthusiastic about the subject and monitors teachers' planning which follows national guidelines. She does not monitor the outcomes of the teaching and learning and feels that the poor budget for resources severely restricts the development of art and design across the school. In the past she has run demonstration lessons for teachers but this is not part of an ongoing cycle. The co-ordinator is aware that there are shortcomings in art and design and the need to develop knowledge and skills progressively across the school. There is an action plan for art and design in the current school development plan but none of the targets have been worked on as yet.
131. Provision for art and design is unsatisfactory and this is a key issue for the school to tackle.

DESIGN AND TECHNOLOGY

132. Only one design and technology lesson was observed during the inspection but from this observation, a scrutiny of pupils' work across the school and talking with the pupils and subject co-ordinator it is clear that standards in this subject are average in Year 6 and in line with national expectations. A judgement could not be made about standards of work for Year 2, as there was insufficient evidence.

133. The programme of work for design and technology is based on national guidance and therefore opportunities for learning are balanced, with a systematic approach to the learning of skills and evaluating and modifying designs. The programme of work gives pupils experience of working with a range of materials including the use of food technology, textiles and the use of different construction materials. There was limited evidence showing that ICT was being used to support design work or in the controlling of mechanisms, and this is an area of weakness.
134. Learning is good at Year 6, because pupils reflect on the purpose of the structure they are designing and know that structures are made using frames and how they might be strengthened in their construction. They use and select a range of appropriate materials to make strong rigid structures and know how to use simple tools and equipment carefully with due regard for safety. The Year 6 classroom had ample evidence of design and technology work that is of a good standard. They had made models of heart valves in connection with science work, made light-houses and robots with parts that lit up using an electric circuit and produced some individual mathematical board games for Year 1 pupils to use in their learning. The designs and construction were individual in style and finished to a high standard. The work showed that pupils are able to apply a range of skills and techniques to their products. Due to insufficient work in Year 2 it is impossible to comment on the learning in this age group.
135. Good teaching contributes to good levels of achievement and learning for older pupils. Pupils who have special educational needs or speak English as an additional language make good progress in this subject, especially when they are supported by learning support staff and when the teacher makes the teaching clear and explicit. In the Year 6 lesson the teacher very clearly introduced specialist vocabulary to do with construction and the expert questioning and explanation offered by the learning support assistant consolidated the learning. In Year 3, teaching provides pupils with a good range of learning opportunities such as making fabric purses and bags. These are individual in style and are made for a variety of purposes and this is reflected in the choice of fabric and in the robustness of the construction. The design work showed some detailed and annotated sketches and ideas to make changes. The pupils evaluate their purse and suggest ideas for improvement. The quality of such work indicates good teaching over time and positive attitudes to the subject.
136. Leadership and management of design and technology at present are at an early stage and are unsatisfactory. The co-ordinator is a part-time teacher, has other responsibilities in the school and has insufficient time to fully develop the subject and this is a concern. Priority has been given to making sure there are sufficient and appropriate resources in the school and to support teachers and give confidence to them interpreting the programme of work and in evaluating the outcomes of work. At present monitoring of teaching has not been attempted. The co-ordinator showed enthusiasm for the subject and recognises that she requires more professional support, and time, to do the job effectively.

GEOGRAPHY

137. Standards at the end of Year 2 and Year 6 are below the national expectation. Provision for geography is unsatisfactory and does not meet the requirements of the National Curriculum.
138. Pupils of all abilities in Years 1 and 2 learn about their immediate environment through the making of maps about their school grounds and the local streets. Pupils do learn a

little about the wider world by studying maps of the world and identifying places such as Jamaica, Cyprus and Greece. However, the work is only completed at a superficial level and pupils, for example, are not able to describe differences between the physical or human features of the different places they identify.

139. A scrutiny of pupils work in Years 3 to 5 indicates that geography is given a low profile in the overall planning of the curriculum. The amount of recorded work completed is negligible and well below that normally seen in these year groups. The pace does quicken in Year 6 where work is well organised and pupils make good progress. They develop a good understanding of the water cycle and can, for example, give sensible reasons why flooding occurs and why it seems to be more common now compared to 20 years ago. However, the good progress made in Year 6 does not sufficiently compensate for the poor progress in previous years, leaving standards some way below the national expectation. Pupils do use maps and atlases with reasonable skill, but their knowledge of places is sketchy and few can talk with any confidence about their work in this subject.
140. There are two consistent weaknesses to work throughout the school, but especially in Years 3 to 5. Pupils are not given enough opportunities to develop literacy and numeracy skills in geography lessons. A scrutiny of pupils' work shows few examples of any written work to support pupils' knowledge and understanding and, apart from Year 6, no examples of extended written work to challenge more able pupils. Another important weakness is the lack of opportunities for pupils to use ICT to support learning. As with written work there are few examples of ICT being used in geography work. The breadth of study is too narrow with some aspects of the programmes of study either being covered in insufficient detail or not being covered at all.
141. Only two geography lessons were observed during the inspection and one of these, in Year 6 was very good. However, it is clear from a scrutiny of pupils' work that there are significant weaknesses in the teaching of geography over the course of time. Teachers' subject knowledge is weak and not enough use is made of the programmes of study to ensure pupils have a broad and balanced curriculum in this subject. The school has adopted a nationally recommended scheme of work, but not enough use is made of this by teachers when planning their work. One result is that work seen in different year groups is very similar and pupils are not building on their previous learning as they move through the school.
142. Pupils with special educational needs and those who speak English as an additional language are well supported during lessons by skilful learning support assistants, but, like their peers, progress is unsatisfactory because of weaknesses in the way the subject is organised.
143. Leadership and management of geography is unsatisfactory. Not enough time is allocated to monitoring teachers' planning, nor is there any monitoring of the quality of teaching and learning. The impact of this is that the very good teaching that does take place (in Year 6) is not shared with colleagues. Resources are satisfactory.
144. Overall, provision for geography is unsatisfactory and is a key issue for the school to address.

HISTORY

145. By the end of Years 2 and 6, standards are below the national expectation.

146. A scrutiny of pupils' work and of teachers' planning files shows that not enough time is allocated to history lessons in Years 1 and 2. Pupils develop their knowledge and understanding of the past and can make sensible comparisons between toys played with many years ago and those that they play with now. A visit to the toy museum in Bethnal Green made a positive contribution to pupils' knowledge and understanding. However, by the end of Year 2 pupils have not completed a sufficient range of work and are not well placed to make the most of work in Years 3 upwards.
147. In Year 3 pupils make good progress through a well-organised project on Ancient Greece. This enables pupils to develop a thorough understanding of this period of history and extends pupils' literacy skills through some detailed and extended written work. However, this good start in Year 3 is not sustained and the range of work completed in Years 4 and 5 is extremely limited. Indeed, in Year 5, a scrutiny of pupils' work throughout the school year did not reveal any history work at all. In Year 6, the pace of learning accelerates again and pupils develop a good knowledge of life in Britain since the 1930s. By the end of Year 6, pupils have a reasonable knowledge of the key dates of this period and can talk with some confidence about the major figures in European history in the twentieth century. By contrast, pupils' experience of how history is interpreted is a weaker area of work. Despite the good progress observed in Years 3 and 6, pupils' overall breadth of knowledge is not sufficient to reach the expected standards by the end of Year 6.
148. Although no lessons were observed during the inspection, it is clear that there are some significant weaknesses in the teaching of history. Such shortcomings are not helped by the fact that there is presently no subject leader for history. The main area of weakness is in curriculum planning and in the subject knowledge of some teachers. Where the subject is taught well, as in Years 3 and 6, these strengths are not shared with colleagues. Where planning is inadequate to cover the subject satisfactorily, as in Year 5, there is insufficient monitoring to identify such a gap and take the necessary action. The teaching of pupils with special educational needs and for those who speak English as an additional language follows the pattern described above for all pupils, and is unsatisfactory overall.
149. Despite some strengths in some year groups, provision for history is unsatisfactory and a key issue for the school to address.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. Overall pupils do not reach the expected standard in information and communication technology (ICT) skills by the end of Year 2 and Year 6. Despite the school provision of an impressive computer suite, the National Curriculum is not covered consistently throughout the school. Additionally, many teachers have insufficient skills in this subject and as the subject co-ordinator has a heavy workload and too little time out of class, she is unable to influence and help teachers sufficiently. Often, in the suite, many computers cannot be used. They are not networked and the teachers lack confidence in dealing with these problems.
151. Throughout the school, pupils are keen to use computers to learn more skills. Many pupils have computers at home but the timetabled lessons in the suite are not always used and computers are used infrequently in class. In Year 2 most pupils are able to find a web page, with support. They use the mouse to scroll up and down pages and block and remove unwanted windows. With support they find information about Hong Kong and Jamaica, the countries that their families come from. However, as many computers were out of action during this lesson and too little time was spent on this

activity they made too little progress. Several pupils were frustrated that they could not find the information that they wanted and consequently, they did not pay sufficient attention. There is little evidence that pupils use the computer to record work in subjects across the curriculum.

152. By the end of Year 6 a few pupils have acquired some complex skills; for instance they create multi-media presentations using sound effects and moving print. Pupils are critical of their own work and keen to improve and match their work to their audience. Year 6 pupils are aware that they do not always use their time in the computer suite. One boy stated 'We don't always come if we haven't finished our work and when we do come we get over-excited. Pupils with special educational needs are given appropriate help and are given more opportunities to use wordprocessing especially if they find writing difficult. This was the case in a Year 5 lesson. In Years 3 to 6, ICT is used insufficiently to support other subjects, for instance, in mathematics the computer is not used to create line graphs and pie charts, in science, sensors are not used to record temperature changes, in music, pupils do not use the computer to create musical compositions.
153. Overall the quality of teaching is unsatisfactory as teachers lack confidence with ICT. Although permanent staff are receiving training, this training relies upon teachers' commitment and confidence with the subject. This form of training is not working. The teachers who need most help are not attending the voluntary training sessions offered by the co-ordinator each week. As a result, many teachers have insufficient knowledge and do not use all the facilities, such as the 'interactive whiteboard' effectively. In several lessons observed, the class arrived very late to the computer suite so that their time-tabled time was reduced considerably. Consequently the pupils had too little time to develop their skills. In a good Year 1 lesson, the teacher had good subject knowledge and used all resources well. The lesson was well planned, it was well organised and effectively helped pupils improve their language skills, for instance by deleting unwanted words. The teacher explained the vocabulary to pupils with English as an additional language to increase understanding and to ensure that they were fully included. Generally pupils are not challenged to improve. As one Year 2 pupil stated 'I have done this at home'.
154. In the infants, teachers keep good records noting when pupils have mastered various skills. However, record keeping is not consistent across the school.
155. The curriculum does not meet statutory requirements as several areas such as control and data handling are missing. Where challenging and interesting tasks are given to Year 6 pupils, such as producing a multi-media presentation, the few pupils who complete this are frustrated when they cannot access their work. They explain what they have done but apologise because they cannot show this to the inspector.
156. Leadership of this subject is unsatisfactory. The subject co-ordinator has good skills and knowledge of the subject. However, she is given too little time to monitor standards although she is aware of the weaknesses in the school's provision and that pupils' progress is unsatisfactory. The co-ordinator has two other subjects to lead and finds it difficult to prioritise her time, especially as there have been difficulties with the computer-suite. She is keen for the school to do well but has had insufficient guidance as to the role of the co-ordinator and has not been given the tools to do her job. For instance she runs an after-school weekly workshop to help teachers improve their skills. This is voluntary and those who need it most do not always attend due to pressures of other work commitments. Temporary teachers do not refine their skills sufficiently so that they can use all equipment effectively, such as the very good 'interactive

whiteboard.' This is because they may not need this skill in their next school. A skilled parent, regularly and voluntarily, helps in school checking that all computers are working well. This is an asset but is not enough to help the teachers who lack confidence.

157. Provision for ICT is unsatisfactory and this is a key issue for the school to address.

MODERN FOREIGN LANGUAGES

Greek

158. Although the teaching of a modern foreign language is not a compulsory part of the National Curriculum for pupils aged from five to eleven, the school chooses to teach Greek to pupils in all year groups and does so very effectively. All pupils achieve well in learning the language. Very good planning and teaching provide valuable educational, social and cultural experiences for all pupils and enable them to attain good knowledge and understanding of the language. By Year 6 standards are well above those normally expected for learning a foreign language in a primary school.
159. When the school opened, it included in its aims and mission statement that a high priority would be placed on Greek and it would be included in the core subjects with English, mathematics and science. Provision also focuses on integrating the Greek language, culture and religion as well as preparing pupils for our multicultural society. Speaking and listening skills are developed as early as the Foundation Stage when children in the nursery learn simple greetings, early numbers and key words in both English and Greek. Children gain great confidence and self-esteem due to the sensitive support from the bi-lingual teacher and support staff. In another lesson observed in a reception class, children participated with good attitudes and obvious enjoyment as they reinforced early listening skills when responding and moving to different tempo and rhythm played on a percussion instrument. The teacher emphasised the importance of responding to quicker or slower beats and other instructions given in Greek.
160. In Year 1 pupils develop their counting skills in Greek and know the date in both languages. They have a good understanding of Greek when spoken at normal speed by the teacher. They take part in conversation confidently and communicate well in response to teachers' skills in the language and the occasional use of English to ensure that early learners of Greek participate fully. Pupils are also inspired through fun activities such as the use of a hand puppet, as observed when pupils were learning a range of names of colours. Year 2 pupils reinforce the full range of language skills in close links with literacy, particularly traditional fairy stories. Teachers' high expectations and good strategies develop good speaking and listening skills and encourage enthusiastic responses and good attitudes to learning both languages.
161. By Year 2 pupils achieve well and standards are above those expected for learning a foreign language. Most pupils understand written Greek in a range of basic contexts and accurately copy simple words and phrases. Good support is provided for pupils who speak English as an additional language, pupils who are learning Greek as an additional language and those with special educational needs. All categories of pupils are supported well and reach their full potential.
162. In Years 3 to 6, detailed planning guidance for the teaching of Greek reinforces strong links with English, particularly language structure and grammar. Due attention is also given to incorporating learning about traditional fables, songs, myths and legends. Year 4 pupils have produced their own stories in Greek and English for pupils in reception classes. Year 6 pupils achieve well, developing very good language and communication

skills and laying good foundations for future language learning. Skills in other subjects such as history, science and geography are reinforced very effectively in Greek lessons. This was demonstrated in a very good Greek lesson which reinforced learning about the water cycle and challenged pupils of all capabilities to provide complex answers in both oral and written form. Greek is used almost exclusively in these lessons and pupils listen carefully to their teacher, keen to show their understanding and their ability to convey their meaning. Good progress is made in the quality of their pronunciation and intonation when holding conversations. Most pupils communicate well with the teacher and each other. They understand and use a good range of vocabulary. All pupils have obvious enthusiasm for Greek as a result of the interesting teaching they receive. They are keen to communicate in the language and do so willingly at well above expected levels.

163. Overall, the quality of teaching is very good. In lessons observed it ranged from good to very good. Most teaching is done by Greek-speaking staff from the Greek and Cypriot Education Mission who visit the school daily. Teachers provide very good role models, plan lessons effectively and create very good relationships in a positive learning environment. Teachers plan the involvement of all pupils in conversational work and value their contributions. This ensures that pupils of all levels of attainment gain in confidence and reinforce their knowledge and understanding. These factors successfully contribute to pupils' very good attitudes, very good achievement and high standards. Most teachers on the school staff are bi-lingual and effectively support the strong emphasis on the Greek language and the all-round personal development of all pupils.
164. The co-ordinator provides good leadership in the subject, having created the policy and scheme of work to ensure increasing levels of challenge in skills, year by year. She manages developments in the subject well by monitoring teaching and learning and providing direct and indirect support to staff as needed. Resources are satisfactory and include literature, videos and listening tapes. Inadequate links with ICT, each computer is installed with the Greek language and each classroom has an English/Greek keyboard. Future priorities include the preparation of Powerpoint presentations in ICT and more focus on verbal exchanges in Greek lessons. During the past year, pupils in Years 5 and 6 have taken part in a residential visit to Greece and Cyprus which effectively developed and extended pupils' language skills in Greek and English when they gave a presentation to local children about Shakespeare. Overall, the very good progress made by pupils in Greek justifies the strong emphasis placed by the school on the teaching of the language.

MUSIC

165. At the end of Year 2 and Year 6, standards are below the expected level.
166. Singing was observed in an infant and a junior class. However, the same song was taught to both classes in Greek and the words were written in Greek on the board. Not enough time was given to ensuring that all pupils were confident with the words. This was particularly apparent for those pupils whose first language is not Greek and for those pupils in the infant class who are yet to be able to read Greek fluently. The singing observed indicates a lack of progression for pupils as they move through the school, leading to unsatisfactory progress for older pupils.
167. In the junior class the song was not taught sufficiently well for all pupils to sing confidently and the inclusion of musical instruments to accompany the song resulted in pupils losing focus from their singing in order to concentrate on their instruments. Not

enough time was given to teaching the techniques required to produce a pleasing sound by either voice or instrument.

168. In the infant class the teacher demonstrated the meaning of pitch using different instruments as well as voice. This fully engaged the pupils' attention and interest. They learned the difference between volume and pitch through a series of entertaining examples and the teacher attempted to include pupils of all abilities in giving examples and sharing ideas. Another teacher and a learning support assistant ably supported pupils with special educational needs and pupils who speak English as an additional language throughout the lesson. Pupils' knowledge and understanding grew and they learned how pitch can change through a song by visually following the melody outlined on the board by the teacher. They then used their hands to outline the melody themselves. All pupils participated in the lesson and learning opportunities were maximised.
169. In a junior class music lesson, pupils were introduced to The Planets' Suite through links to a science topic and this also combined work on the Greek language. Knowledge and understanding of Greek words was gained in this lesson but the time given to the development of musical knowledge was limited and was further impeded by some over-enthusiastic behaviour from pupils which prevented focus on the music being played. Opportunities for discussion were lost due to inappropriate behaviour during this part of the lesson. The management of these pupils was inadequate leading to an unsatisfactory quality of learning. The percussion instruments that were used were of poor quality.
170. Sound planning and organisation in another junior class lesson resulted in pupils learning how music can be used descriptively. An appropriate use of the music from Jungle Book captured pupils' interest and they were keen to give their ideas. They learned how to beat time to the music and clap rhythms. Focused questioning and opportunities for pupils to try out their ideas was a positive feature and pupils gained in knowledge and understanding.
171. Despite some strengths in some classes, the quality of teaching is unsatisfactory. Teachers' subject knowledge varies too much and is inadequate in some classes. The way in which disruptive behaviour is handled is also inconsistent and this means some pupils are not able to focus well enough on the content of the lesson.
172. The co-ordinator is enthusiastic and knowledgeable about her subject. However, the organisation and development of music is fragmented across the school and the subject lacks the appropriate resources to enable all aspects of the National Curriculum to be carried out effectively. A policy does not exist, and although classes are expected to follow nationally recommended guidelines, this is often not done. Three classes in the school are taught by a teacher from the Greek Mission who works largely to his own plan and therefore National Curriculum requirements are not fully satisfied. Resources are unsatisfactory.

PHYSICAL EDUCATION

173. Due to some timetable changes made by the school, and others made to accommodate the inspection of Greek on the last day of the inspection, insufficient lessons were observed to make a reliable judgement about the standards attained in physical education at either Year 2 or Year 6.

174. Pupils follow a programme for physical education following national guidance with a broad balance of different sports and a systematic approach to the development of skills. Swimming is timetabled for Year 5 pupils for one term only while gymnastics, games, athletics and dance are covered annually.
175. Only two lessons were observed and these were at Years 4 and 5, and learning was considered to be unsatisfactory and satisfactory respectively. In the Year 4 gymnastics lesson, learning was unsatisfactory because pupils made little progress and performed at a too low a level. The teacher did not have high enough expectations of pupil ability levels and there was not enough discussion involving them in evaluating performance and making improvements to their movements. In a games lesson in Year 5 learning was satisfactory, with a reasonable range of activities that extended pupils' skills.
176. Unsatisfactory teaching occurred because the pace was very pedestrian, and the teacher was static and did not engage sufficiently with the pupils to further their learning. The opportunity to warm up and cool down did not take place in the lesson and there was no preparation or time for the body to adjust at the beginning and end of the lesson which would suggest that teacher's understanding of physical education is inadequate.
177. The co-ordinator does not provide adequate leadership or management in this subject, as she does not have a clear understanding of the role. She also has management responsibilities for two other subject areas and finds balancing the priorities difficult. In the four terms she has been co-ordinator, the school has participated in a local swimming gala, dance festival and played matches in football and netball with other local schools. The annual sports day has changed format from the more traditional style of races to a rotating programme of sports activities in order to involve more pupils and ensure greater pupil participation. This is a positive change because it provides a more motivating approach and is inclusive. There has been no attempt to monitor the teaching of physical education and the assessment of this subject is at a very early stage. The subject leader has arranged for some professional development for teachers in the teaching of games, but this has not been extended to other areas of the physical education curriculum.
178. Resources for physical education are satisfactory. The hall space is vast and is suitable for indoor games as well as dance and gymnastics. However, its spaciousness is rather daunting for the youngest pupils and the use of display barriers strategically placed could give a more secure area. The outside playground space is good for games but the grass area is limited in size. The adventure play area is a good resource for pupils of primary age. Basic games and gymnastics equipment is adequate but the range and amount needs to be extended to give more variety and choice.